

# Global Preparatory Academy Inc.

*Unlocking the world through language, experiential learning, and love*  
*La escuela de dos idiomas*



**Location:** Northwest Indianapolis  
International Marketplace

## **Charter Applicant Information Sheet**

**Legal name of organization applying for the charter:** Global Preparatory Academy Inc.

**Name of proposed school:** Global Preparatory Academy

**Applicant's authorized representative:** Mariama Carson

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**Location of school:** Northwest Indianapolis (International Marketplace) – Facility TBD

**School district of location:** Indianapolis Public Schools

**Anticipated opening date:** August 2016

### **Proposed Grade Levels & Total Student Enrollment**

Grades K-8 will eventually be served with a maximum capacity of 705 students. This total student number accounts for enrollment attrition seen in charter schools both locally and nationally.

### **School Year Grade Levels Maximum Student Enrollment operation.**

	<b>1 Year</b>	<b>2 Year</b>	<b>3 Year</b>	<b>4 Year</b>	<b>5 Year</b>	<b>6 Year</b>	<b>7 Year</b>
<b>Kindergarten</b>	90	100	100	100	100	100	100
<b>Grade 1</b>	90	100	100	100	100	100	100
<b>Grade 2</b>	50	90	90	90	90	90	90
<b>Grade 3</b>		45	85	85	85	85	85
<b>Grade 4</b>			40	80	80	80	80
<b>Grade 5</b>				40	75	75	75

<b>Grade 6</b>					30	75	75
<b>Grade 7</b>						30	70
<b>Grade 8</b>							30
<b>Total</b>	<b>250</b>	<b>335</b>	<b>410</b>	<b>490</b>	<b>555</b>	<b>635</b>	<b>705</b>

**Is school single-gender or co-educational?** Co-educational

**If single-gender, please indicate who will be served by school:**

Indicate “Girls” or “Boys”

**Target student population:** Underserved students (approximately 50% native English speakers & 50% native Spanish speakers)

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# Global Preparatory Academy K-8

*Unlocking the world through language, experiential learning, and love*  
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## I. Vision

### A. Mission

The mission of Global Preparatory Academy (GPA) K-8 is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

- **We believe** we must touch our students' hearts and show them we care before we can expect them to engage in learning.
- **We believe** students thrive in an environment that unlocks their intellectual curiosity through experiences that allow them to better understand the world and those around them.
- **We believe** instruction must be student-centered and responsive to students' diverse abilities and cultures.
- **We believe** instruction must be engaging, rigorous and relevant to students.
- **We believe** we must engage parents and community stakeholders in order to maximize our educational impact.

Through rigorous and relevant content instruction in English and Spanish, we increase students' sense of responsibility and care for others at school, in their diverse communities and throughout the world.

### B. Need

Instruction through dual language programming is research-based with strong traditions of implementation dating back several decades. The first two-way immersion programs (50% native English speakers with 50% native Spanish speakers) were instituted in the U.S. over 40 years ago, while their numbers have increased dramatically over the past 20 years as the demographics of our society have changed (Howard, 2003). Numbers of language minority students in the United States continue to increase, and Spanish speakers currently constitute the largest language minority group. However, the dropout rate for Latino students remains high, suggesting that current educational approaches are not meeting their needs, and that alternative programs should

be investigated (Howard, 2003). According to the National Assessment of Educational Progress (NAEP) in 2011, Latino students in Indiana consistently performed below their white peers in 4<sup>th</sup> and 8<sup>th</sup> grades in both reading and mathematics. In 2010, 61% of Latinos in Indiana had a high school credential or higher compared with 88% of whites.

In Indianapolis there has been a significant shift in the ethnic and language demographics. The 2010 Census tract data shows a 55% boom in the number of people of Hispanic origin in Indiana, increasing from 214,536 to 389,707 in 10 years. The increase was even more pronounced in Marion County, which more than doubled its Hispanic population, from about 33,000 to more than 84,000 since 2000. By 2020, people of Hispanic origin are projected to represent 15% of public school graduates in Indiana. The growth has been obvious in neighborhoods, retail areas and in schools on the northwest side of Indianapolis, particularly in the Lafayette Square area.

Meanwhile, for native English speakers who desire to learn another language, the typical foreign language classes do not lead to bilingualism and biliteracy. Traditional foreign language programs present limited speaking, reading and writing skills in their languages of study. Bilingualism for all students has long-term cognitive advantages, most of which students will not realize until the student has sufficiently developed both languages. Such advantages include enhanced creative thinking, greater mental flexibility, ability to think more abstractly, and superior concept formation (Cummins, 2006). Bilinguals also show an advantage over monolinguals in word awareness and syntactic awareness tasks (Bialystok, 2006) and in literacy tasks (Genesee & Lindholm-Leary, in press; Riches & Genesee, 2006). This bilingual advantage has been demonstrated consistently in cognitive abilities related to creativity, attention, inhibition, monitoring, and switching focus of attention.

### **Geographic Catchment Area**

Global Prep has targeted the Lafayette Square area, also known as the International Marketplace of Indianapolis, for the location of Global Prep Academy K-8. The population within this area is both linguistically and ethnically diverse. According to the national 2013 Census data, within the 46222 and 46224 zip codes (International Marketplace), 39.5% of the people are classified as African-American, 43.1% White, 21.3% Hispanic, and 2.9% are multiracial. Within this same area 35.6% of those under the age of 18 are living below the poverty line. At Global Prep Academy, we anticipate that at least 70% of our students will qualify for free or reduced priced meals. This percentage is also on par with the percentage of students received free or reduced priced meals at surrounding charter schools. Our mission is to create a high quality school that serves low-income students affording them the 21<sup>st</sup> century global education not currently available in the area. Additionally, because the International Marketplace is centrally located, with easy access off of I-465 and I-65, we are able to serve students in the surrounding areas as well.

Within the 46222 and 46224 zip codes, there is a tremendous need for high quality schools. Of the traditional public schools available to families, only one school had over 80% of the students pass both the English/Language Arts and Math portions of ISTEP in 2014. Even more disconcerting is the fact that five of the nine schools had less than 60% of students demonstrate proficiency on both the English/Language Arts and Math portion of ISTEP.

In these same zip codes, there are presently three charter schools: (1) Indiana Math and Science West, whose school letter grade was an F in 2013 and a C in 2014; (2) Imagine West, whose grade has been an F for the past 3 years; and (3) Enlace Academy, which did not yet have 3<sup>rd</sup> grade data to report.

The need for a high quality Dual Language school that offers hands-on, experiential learning and global skills in the International Marketplace could not be more apparent. Currently in Indianapolis, there are only two public schools offering dual language to young students, Forest Glen in Lawrence Township and Theodore Potter Magnet School in IPS, both of which have annual waiting lists. Neither school is located on the west side of the city. The only other school offering language immersion in the city is the International School of Indiana, a private school. In Indianapolis and across the state, there is a lag when it comes to affording students the opportunity to receive a dual language education preparing them to compete in the global marketplace. Global Prep will be the first Dual Language charter school in Indiana.

<b>2014-2015</b>	<b>Forest Glenn (Lawrence Township)</b>	<b>Theodore Potter (IPS)</b>	<b>International School of Indiana (Private)</b>
<b>Data per IDOE Compass</b>			
<b>Enrollment</b>	656	283	No data available on IDOE Compass
<b>Free/Reduced lunch</b>	46%	79%	
<b>Hispanic</b>	44%	61%	
<b>African American</b>	14%	28%	
<b>White</b>	34%	7%	
<b>Other</b>	7%	4%	
<b>% Passing both parts of ISTEP (2014)</b>	78%	89%	

Across the country, there are an increasing amount of dual language programs that often provide Spanish, Mandarin or French as the second language. Global Prep has chosen to use Spanish as the target language. Spanish is one of the most widely spoken languages in the world, along with English, Hindi and Mandarin Chinese. According to *The Info Please* database by Pearson Education, there are approximately 406 million people who speak Spanish as their first language, making it the 2<sup>nd</sup> most widely spoken language, ahead of English in 3<sup>rd</sup> place. Additionally, in the United States, Spanish is the second most commonly spoken language (CIA World Factbook, 2008).

Global Prep's mission is to meet the educational needs of low-income students while leveraging the experiences and language that each child brings to school. According to an article written in the October 2014 issue of *Education Week* entitled, *School Successes Inspire N.C. Push for Dual Language*, "The two groups of students who are benefitting the most from dual-language instruction, the researchers say, are English-language learners (ELL) and African-American students."

In 2012, professors Wayne P. Thomas and Virginia P. Collier of George Mason University published the findings and conclusions of their extensive longitudinal studies of dual language education, which they deem to be the most effective method of foreign language instruction in K-12 schooling. In their analyses, they found that African-American students in dual-language

programs significantly outscore their non dual-language peers in reading in all tested grades. By the 4th grade, they are scoring ahead of their non dual-language peers who are a grade ahead of them. The pattern is the same in math.

The number one impact of this type of instruction is on students' cognitive development, which is cumulative every year. Another key factor is the level of student engagement. Those two elements are to a significant advantage and create a hugely positive shift for our most historically disadvantaged groups (Thomas, 2012). Research shows that for some African-American students who may speak a nonstandard form of English at home, learning in Spanish is making them more "metalinguistically aware," which teachers say develops their literacy skills in English (Thomas & Collier, 2012).

In order to address the achievement gaps for minority students both African-American and Latino, there is a need for high quality schools that speak to their specific needs. Dual language programming allows students to experience an enriching educational environment that values the language and culture that students come to school with while broadening their exposure and preparing them for the future.

### **C. Goals**

Global Prep is committed to educating students in a highly rigorous and nurturing environment. Students will graduate 8<sup>th</sup> grade bilingual and biliterate with a global view of the world and their community. Numerous studies have shown that there can be a "lag effect," when measured by standardized tests, in which dual-immersion students often lag behind their peers in the early grades, but catch up and surpass them by the end of elementary school (Lindholm-Leary, 2006, Collier, 2000). Keeping that in mind, we have developed our goals knowing that in order for students to achieve biliteracy and bilingualism, students must remain in a dual language program for five to seven years. (Lindholm-Leary, 2001).

After five to seven years of dual language instruction, our students are positioned to graduate from the 8<sup>th</sup> grade performing above their monolingual peers in other schools and programs. In addition to the school performance metrics included in the Mayor's Performance Framework, we will measure our program implementation success using a school-wide planning tool; Guiding Principles for Dual Language Instruction (Lindholm-Leary, 2008). The tool is divided into seven strands that reflect the major dimensions of dual immersion program and planning. Each strand is divided into guiding principles, which are deemed effective in achieving successful student outcomes in dual language programs. The Guiding Principles for Dual Language is a guide that our school community, staff and families, will use to create school-wide measurable goals annually and track our progress as we implement and develop our program in the years to come.

The strands are as follows:

**Strand 1:** Assessment and Accountability

**Strand 2:** Curriculum

**Strand 3:** Instruction

**Strand 4:** Staff Quality and Professional Development

**Strand 5:** Program Structure

**Strand 6:** Family and Community

**Strand 7:** Support and Resources

ATTACHMENT A explains each strand and accompanying guiding principles.

All of Global Prep’s goals are aligned to Indiana State Standards. Goals will be refined and developed to reflect the growing needs of our students and school community. Our school has two academic goals and two operational goals. Our academic goals account for the research-based testing “lag” that exist in all dual language programs. While we have high expectations for students’ academic performance, we recognize that it takes students five to seven years to demonstrate proficiency in both languages (Lindholm-Leary, 2001, 2006, Collier, 2000).

<b>Academic Performance Goal #1:</b> Annually, 90% of students will demonstrate at least one year’s reading growth in both their native language (L1) and in the second language (L2).
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<b>Academic Performance Goal #2</b> – Annually, 90% of students will demonstrate grade level written proficiency in their native language.
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<b>Operational Performance Goal #1</b> – Global Prep will maintain a 80% student retention rate.
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<b>Operational Performance Goal #2</b> – Global Prep will demonstrate a 95% overall satisfaction rating in our annual survey administered to parents or designated legal guardians of students attending the school.
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Educational Performance goals are explained in detail in ATTACHMENT B.

## **II. Educational Services Provided**

### **A. Educational Model**

Welcome to Global Prep Academy, a dual language school that connects students from diverse linguistic backgrounds and educates them together in a highly rigorous, engaging and nurturing environment. Using both English and Spanish to instruct students in all core content areas, students will develop high levels of bilingualism and biliteracy, as well as a deep value and understanding of other cultures.

As citizens in a global world, students at Global Prep will gain limitless access to other cultures through bilingualism and instruction, which emphasizes critical thinking using global perspectives and experiential learning. Through two-way immersion (TWI) in English and Spanish, students will affirm the values of their own cultures while acquiring an understanding and appreciation of other cultures. Our students will attain bilingualism in a natural process through every day conversation and content instruction. We are committed to providing relevant instruction pushing our students to be critical thinkers and change makers in an ever-changing world.

### **Two-Way Immersion (TWI)**

TWI is an educational model for acquiring two languages while learning grade level standards. It is not a stand-alone foreign language course where students “learn Spanish.” TWI brings together native speakers of the “target” language – in our case Spanish – with native speakers of the primary language – here English – in the same classroom. This model is consistent with research around language acquisition, which teaches that language is acquired and developed by using it as a *means* for instruction rather than the *object* of instruction (as in foreign language classes).

### **Dual Language Instruction**

Global Prep classrooms will combine native English speakers and native Spanish speakers in each classroom for grade level instruction. Global Prep will utilize a 50/50 language model in which students spend the first half the day learning through English and the second half learning through Spanish. In the primary grades – kindergarten and 1<sup>st</sup> grade –students will receive reading and writing instruction in their native language. Language immersion research demonstrates that learning to read and write in the native language supports success with reading and writing in the second language (August & Hakuta, 1997; Cuevas, 1997; Roberts, 1994). Beginning literacy instruction in one’s native language comes from the Dual Language Training Institute (DLTI) created by Dr. Leo Gómez and Dr. Richard Gómez, retired professors in Bilingual/Dual Language Education. The model also known as the *Gomez and Gomez model* was created after their research on language and academic issues that affect bilingual learners. Over the last 19 years, they have been extensively involved in the development, implementation and assessment of dual language education programs. This language model is currently being used in school districts and dual language schools across ten states: Texas, Washington, Alaska, New Mexico, California, Kansas, Illinois, Oklahoma, Colorado and Oregon.

To support acquisition and development of the second language, students will receive literacy instruction through Spanish Language Development (for Native English speakers) and English Language Development (for Native Spanish speakers). This Focused Language Study (FLS) provides students with an understanding of the basic structures of the second language in both the social and academic registers of language. Through songs, games, and activities, second language literacy is provided in a non-threatening and meaningful way welcoming students into the world biliteracy through meaningful language immersion.

### **Language Allocation Plan**

	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<b>Native Language</b>	Reading Writing	Reading Writing				
<b>English</b>	Math	Math	Math Language Arts	Math Language Arts	Math Language Arts	Math Language Arts
<b>Spanish</b>	Social Studies Science	Social Studies Science	Social Studies Science Language Arts	Social Studies Science Language Arts	Social Studies Science Language Arts	Social Studies Science Language Arts
	<b>Middle School</b>					
	<b>6<sup>th</sup> Grade</b>		<b>7<sup>th</sup> Grade</b>		<b>8<sup>th</sup> Grade</b>	
<b>English</b>	Math Language Arts		Students will participate in core curriculum courses, English Language Arts, Spanish Literature, Science, Social Studies, and Math each semester. All classes, with the exception of Spanish Literature, will be taught in English for one semester and in Spanish the following semester using a 50/50 language model throughout our Junior High School program. A schedule of 50/50 classes will be set up so that students are engaged in both Spanish and English each day.			
<b>Spanish</b>	Science Social Studies Language Arts					

Students enrolled at Global Prep, will receive language arts instruction through reading and writing workshop in both English and Spanish. In kindergarten and 1<sup>st</sup> grade, students will learn to read first in their native language. Research consistently shows that the stronger a child is in his or her native language, the more easily he or she will acquire a second language. (Lindholm-Leary 2006). The International Reading Association and the National Council of Teachers of English, further explain that students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.



When students begin school – generally at age six – they have already completed six years of cognitive development in their native language. At Global Prep, we recognize that students must continue to develop cognitively at the same rate. Switching a native Spanish-speaking student's language of instruction to full English-based instruction causes a cognitive slowdown for English while simultaneously failing to leverage the student's cognitive development in Spanish (Hakuta & Gould, 1987).

At Global Prep, the importance of valuing the skills and knowledge students bring to the school, regardless of the native language they speak, cannot be overstated. Utilizing students' background knowledge allows for a more effective and efficient transition to acquiring English. The same is true for native English speaking students. Beginning their instruction in their native English allows for students to build upon the foundation acquired before entering school and creates a strong foundation upon which to layer the acquisition of a second language.

When students begin to develop literacy skills in a second language, they are able to adapt these skills for use in their native tongue. This is because many of the cognitive processes a child uses to learn to read are transferable. Understanding the relationship between spoken language and the written word is critical to both Spanish and English literacy. A student who firmly grasps the concept in one language will apply it in the other.

Global Prep students will be held to high academic standards and will be expected to attain the traditional academic standards while simultaneously attaining proficiency in two languages. Students who enter Global Prep by 2<sup>nd</sup> grade will be instructed with the goal of attaining fluency and literacy in both Spanish and English within five to seven years of enrollment (Lindholm, 1987).

Literacy is the foundation of our instructional program at Global Prep. While instruction is provided in two languages, the same content is not taught in both languages. Reading, writing, speaking and listening skills are woven into all subject areas leading to high levels of literacy, content understanding and second language acquisition. Teachers coordinate instruction and plan together so that all lessons connect and bridge the two languages. After 1<sup>st</sup> grade, all students regardless of their native language are mixed together for language arts and all other core classes creating heterogeneous classes where students work collaboratively.

While Global Prep will not be fully implementing the Gomez and Gomez model, we will implement two components of their model: (1) Initial language arts instruction in native language and (2) languages of instruction. In the Gomez and Gomez model, math is taught in English, and Social Studies and Science are taught in Spanish throughout the elementary program. When the subject matter is made comprehensible through hands-on, experiential and connected instruction strategies content and language skills are developed (Gomez and Gomez, 1996). Additionally, math is a more *universal* language (numbers) which allows parents to better support their student academically in the home. Currently, the state assessments (ISTEP, ECAs) which tests math and Language Arts are only administered in English. Science and social studies are more *text rich and full of language-based* content which helps all students, including English dominant students to attain a higher level of Spanish literacy along side content understanding.

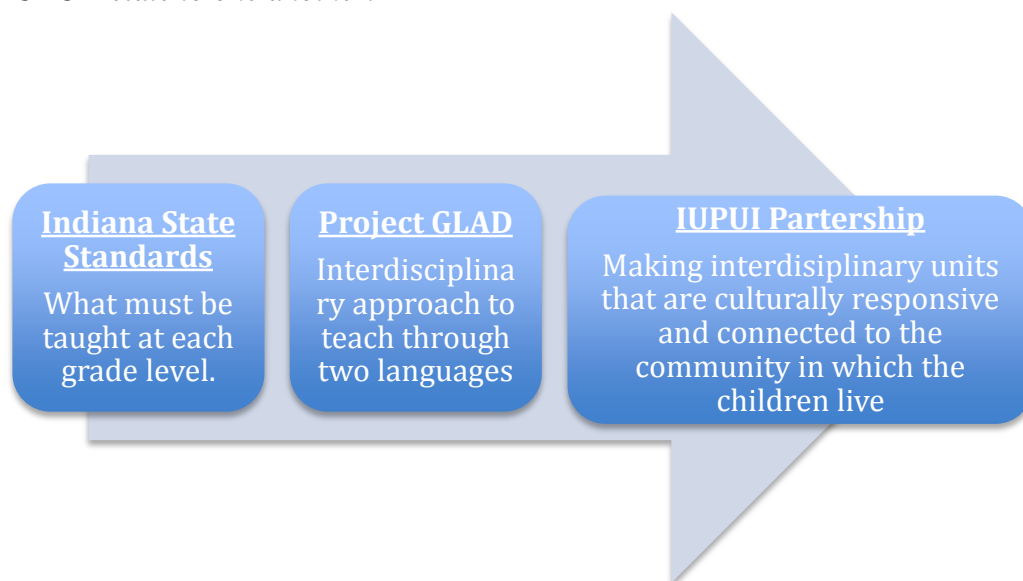
### ***Global and Experiential Learning***

Because students learn best when what they are learning is connected to the real world, our instruction model will be “hands-on” and purposefully connected to our students (Fredricks, et al, 2). We have partnered with IUPUI to develop interdisciplinary units that are grounded by the Indiana State Standards and are then enhanced by hands on opportunities and experiences that stretch beyond the school’s walls.

To achieve the goal of interdisciplinary instruction, many dual language schools across the country have adopted Project GLAD (Guided Language Acquisition Development). Through Project GLAD, students are instructed using an interdisciplinary approach, which connects what they are learning through English to what they are learning through Spanish. This research-based instructional model promotes English language acquisition, academic achievement, and cross-cultural skills. Project GLAD is tied to the Indiana State Standards and is an instructional model with clear, practical strategies for teaching content in a dual language program. Using Project GLAD, students develop metacognitive use of high level, academic language and literacy.

For our initial training, our teachers will attend the Project GLAD training held several times throughout the year in Chicago through the Illinois Resource Center. Project GLAD training will help our teachers develop multiple strategies to teach dual language learners. The interdisciplinary units teachers develop through the training will be further enhanced by cultural responsive teaching practices supported by IUPUI. We believe that it is equally important to connect the socio-cultural understanding with meaningful experiences for students to fully make meaning of what they are learning

*Illustrated below shows how the Indiana State Standards, Project GLAD and our work with IUPUI relate to one another.*



ATTACHMENT C details the professional development plan that will be implemented with IUPUI from May 2015 – July 2016 as well as our professional development timeline for years one through three.

At Global Prep, culture is central to learning. According to Gloria Ladson-Billings, author of *The Dream Keepers*, “Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals.” At Global Prep, we enhance students’ understanding of what they are learning by connecting what they are learning within the construct of their culture and experiential learning.

A core component of global education is the understanding that it can be interwoven among other disciplines, such as reading and writing, math, and music. The experiences students will have at Global Prep will prepare them to thrive in high school, post-secondary education and tomorrow’s multilingual workforce. Most importantly, because of the deeply infused global awareness integrated into Global Prep’s curriculum, Global Prep students will have a deep desire to impact the communities in which they live. As a staff, we plan instruction using the state standards as a guide, but work to contextualize what students are learning so that it is meaningful and impactful. This intentional planning does not happen by accident. It will develop through professional development, training, and a high level of intentionality as we work to educate and empower native English and native Spanish speaking students. Students will have the opportunity unique to American students – the opportunity to become bilingual early in their educational careers. Dual immersion students don’t just study a second language; they use it, and it becomes part of who they are as global citizens.

### **Typical Teacher Day**

7:30 – 8 a.m. – Set up for the school day

8 – 10:40 a.m. – Class A

10:40 – 11:40 a.m. – Lunch and Recess (Team planning time)

11:40 a.m. – 3:00 p.m. – Class B

*\*Specials will take place in the afternoon (40 minutes)*

3 – 3:45 p.m. – Success Period (Remediation and Enrichment)

3:50 p.m. – Dismissal

3:50 – 4:30 p.m. – Team Planning time - (40 minutes)

Global Prep Academy is a community of learners. Teachers – also known as “learning leaders” – work from 7:30 a.m.– 4:30 p.m. daily. Teachers work in grade level and language teams, making

collaboration the foundation of our teaching philosophy. To allow for the necessary collaboration, classroom teachers do not supervise lunch and recess at Global Prep, providing them up to 60 additional minutes per day to work with their grade level teams. Teaching assistants, known as teaching cadets, who work with the students each and every day will supervise the students when they are outside of the classroom. Teachers also have an additional 40 minutes available for planning time, while students attend culturally enriching classes like dance, art, and music.

Each grade level will be made up of four lead teachers, two of the teachers will be native English Speakers while the other two teachers will be native Spanish speakers. Native English teachers will be responsible for English-based instruction, while native Spanish teachers will provide Spanish-based instruction. Classrooms will be heterogeneous (combination of native languages, gender and academic abilities). The teaching teams will have the responsibility of teaching 100 students, creating an adult-to-student ratio of 25:1. Teachers will have half of the students in the morning, who they will instruct through their language of designation. After lunch and recess, teachers will then instruct the other half of the students. This structure allows teachers to repeat the lessons taught in the morning while focusing on instructional differentiation to meet students' needs. Under this model, in the morning, a 2<sup>nd</sup> grade teacher may teach math and language arts and teach those same subjects again, in the afternoon, to another group of students. In the upper grades when there are three teachers in a grade level, the daily schedule may look different, however the 50/50 language model will continue to be delivered.

Our mission is for students to graduate from Global Prep being bilingual and biliterate. To that end, teaching for biliteracy requires teachers to build what is known as a “bridge” between content taught in English and Spanish. The bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers help students connect the content area knowledge and skills they have learned in one language to the other language. The bridge requires strategic planning between the teachers in order to serve the purpose of promoting cross-linguistic transfer (Koda and Zehler, 2008) and developing metalinguistic awareness. The bridge can be conducted by the English teacher, the Spanish teacher or be led by students with the facilitation of the teachers.

*Program illustration:*

*Students are currently in a unit focused on The Water Cycle. In English class, the teacher read Come on Rain by Cynthia Rylant and students work in differentiated small groups reading leveled non-fiction books about the Water Cycle. To assist with their comprehension of the reading, the teacher taught students the Water Cycle Song and students made up motions to it. When they transitioned to Spanish class, the teacher begins by asking students to teach her the Water Cycle song that they learned in the morning. Students sing the words and then stand to perform the song for her. Connecting to the song and the reading that students did in the morning, the teacher asks students what words are really important to understand the Water Cycle. Students volunteer words and these are written in Spanish since the students are in the Spanish block. Students are asked to tell the teacher the corresponding words in English creating a visible chart that students can use and build on throughout today's lesson and the unit. The reading and song done in English and class discussions done in both languages will aid students in today's science investigation where students will work in teams conducting a Water Cycle experiment.*

We recognize that hiring and maintaining a high quality teaching team will be of the utmost importance. Based on our interviews with leaders in dual language schools across the country and as is noted in research, finding highly qualified bilingual teachers will be the greatest staffing challenge. To meet this challenge, we are working with local universities to identify recent graduates from their education programs that are bilingual. We will also recruit from within districts and schools in the city and state. Our search for high caliber educators will require a nationwide search via social media, bilingual job fairs, and other dual language networking conferences (LaCosecha, National Council of Bilingual Educators (NCBE), and others). Puerto Rico is also a place where we will be actively recruiting teachers. To launch our school, we will need to have a total of 10 teachers, five of whom will be bilingual. We believe that there is a great cultural benefit for our students, staff and families when their Spanish-speaking teachers represent the diverse Spanish-speaking world.

To recruit our native English-speaking teachers, we will also be conducting a search both in and outside of the city. It is necessary for all of our teachers to value diversity, collaboration and inclusive practices to ensure the mission of Global Prep Academy is realized.

We recognize that dynamic educators are needed to develop our program and do not expect our teachers to come ready to implement the dual language program that is meaningful to our students. We will spend five weeks prior to the start of school preparing, setting procedures and policies and participating in professional development together. Our goal is to have the majority of teachers hired by March 2016 to allow for increased time with shared learning. Professional and personal growth will be an ongoing focus. Our hiring process will begin with professional development at the forefront and will continue in our determination to best serve our students and families.

At Global Prep, a key component of student success is driven by teachers strategically differentiating instruction to meet the needs of the students. By planning large-scale lessons to be taught twice a day, teachers have additional time to plan specifically around meaningful differentiation for both language and academic proficiency levels. An additional advantage to our collaborative structure is that teachers don't teach in isolation. Teaching teams are expected to plan lessons and adequately bridge activities between the two languages. The teaching teams, which include these four teachers allow students to receive increased individualized and small group instruction. In order to best meet the needs of our students, we must collaborate and problem solve together.

Another aspect of our effective differentiated instruction is our daily "success period" which takes place from 3 – 3:45 p.m. daily. During this time, the entire school is involved in remediation and enrichment. Students are broken up into small groups based on identified needs through data disaggregation. Global Prep staff will work to support students needing an instructional boost in the areas of language arts or math. Intervention decisions will be made based on formal and informal data collected by the teaching teams. During Success Period our focus will be on literacy and numeracy. The instruction is highly differentiated and all students will work with an adult, in a small group and receive support utilizing data-supported technology. We will also welcome the support of parents, business partners, university and high school students to provide one-on-one instructional support.

Teacher planning time for lessons and data disaggregation is critical at Global Prep. In addition to the 100 minutes of planning time provided during every school day, teachers also have 40 minutes at the end of the day and time during weekly staff meetings to plan. On Mondays, Global Prep will dismiss at 2 p.m. to allow the staff to meet from 2:15 – 4 p.m. to disaggregate data and participate in large scale school-wide planning and goal setting. Our school-wide focus areas for professional development and culture will dictate how this time is spent each week.

ATTACHMENT D further illustrates our professional development focus areas for years zero through three.

### **Typical Student Day**

We anticipate that the majority of our students will arrive at 8 a.m. by school bus or parent drop-off. Some students will arrive as early as 7 a.m. and participate in our before school care provided by a community partner organization. All students come together at 8 a.m. for the start of the day and are greeted by Global Prep staff. Students are brought into the cafeteria where they eat breakfast, listen to morning announcements, recite the school motto and sing the school song. Language immersion begins when students arrive. The morning routines outlined above are conducted in Spanish. Recognizing that our students live in an English dominated world outside of school, we make use of all opportunities to provide Spanish language models when students are in the common areas of the school.

Students are then walked to their classes by their teachers and start their day in either their Spanish block or in their English block. Halfway through the day students will switch language blocks. To transition from the English block to the Spanish block and vice versa, both teachers have students meet them on the carpet to discuss what they learned in the morning. The teacher will put the vocabulary words that students say in one language and ask students for the word in the other language. This anchor chart will be used to help all students, regardless of language levels make connections and strengthen their vocabulary in both languages. Though the teacher brings the students to the carpet for the bridge activity, the students provide the information that is then put onto the anchor chart.

Regardless of language block, students are engaged by the projects and hands-on activities facilitated in class. At Global Prep, there is a constant hum of student voices, as the voices of the students are dominant in our school. Students are encouraged to talk about what they are learning, problem solve together and raise questions to one another, as well as to the teachers. We believe it is important to know what our students are thinking. Through their verbal exchanges we remain in tune with what students know and where we need to enhance instruction.

At Global Prep, we are creating a family culture that will be demonstrated in all aspects of the building – including the cafeteria. When it is time for lunch, students will be excited about the family-style meals offered. Students will enjoy nutritious (and delicious) meals while taking an active role in the serving and clean up, as customary in any family meal. We believe this is an important aspect of creating a rich culture of academic learning and offering students life skills that will impact their lives beyond their time at Global Prep. After eating, students go outside for

recess and learn some new games that are taught by the *Playworks* teacher with the support of the teaching cadets. We are excited to have a partnership with *Playworks*, an organization that leads games and provides cooperative learning support to students both at recess and in the classroom. The introduction of new games keeps recess from being an unstructured environment where students often get in trouble.

After recess, students are met by their second teacher to begin the second block of their day where they will have a cultural enrichment class. Global Prep enrichment classes go beyond traditional art, music and gym classes. Global Prep enrichment classes are specifically designed to connect to what students are learning in class to ensure that we offer curricular connections through cultural experiences. Through the enrichments, students are exposed to rich culture experiences such as Spanish Flamenco dancing, Brazilian Capoeira, West African drumming and creating Native American sand art. We will contract with organizations and individuals to provide our enrichment classes.

English Language Development (ELD)/ Spanish Language Development (SLD) feels a lot like another enrichment time. During the 45-minute language development time, language growth is supported. It is here that instruction focuses on “How English (Spanish) works.” Students play many games, sing songs and process the second language in a group with other students working to learn the language.

The Global Prep school day concludes with students transitioning to “Success Period” at 3 p.m. During Success Period, the last 45 minutes of the school day, students will work in differentiated small groups with all on staff, community partners and university and high school students. Students may also work on specific skills through approved technology. Students love the small groups and the ability to track their progress and goals along with their small group teacher. School will dismiss at 3:50.

After-care will be available from 3:50 – 6 p.m. for students who cannot be picked up after school and do not ride the school bus home. Before- and After-care will be provided in Spanish by our community partners and parents and will be available on a sliding scale to ensure affordability for parents.

After-school Discovery Clubs will be available from 4 – 4:45 p.m., Tuesdays – Thursdays for 2<sup>nd</sup> grade students and older. By working with community partners, the Discovery Clubs will be provided free-of-charge to allow students the opportunity to participate in a wide array of opportunities with our local community organizations. We are committed to offering enrichment opportunities typically not available to students living in poverty. According to the August 2014 issue of *Education Week*, “enrichment experiences matter because they help children acquire the vocabulary and background knowledge critical to achieving the high levels of literacy needed for many kinds of well-paying work.” To that end, our Discovery Clubs will have diverse offerings and could include enrichments like pottery, gymnastics, dance, Tae-Kwan-do, gardening, piano, math pentathlon and chess. Club offerings will rotate four times a year, allowing students a variety of exposure to different learning and cultural opportunities. Discovery Clubs will be offered in both English and Spanish. Because the Discovery Clubs will be offered by our

community partners, teachers will not be required to teach or supervise. In our first year, Discovery Clubs will begin in the last trimester.

### **School Calendar**

Global Prep will offer a staggered daily calendar to allow us to build in additional learning time for students and professional development and feedback for staff. On Mondays, the school day will run from 8 a.m. – 2 p.m. We will hold weekly staff/data meetings every Monday from 2:15 p.m. – 4 p.m. On Tuesdays – Fridays, the school day will run from 8 a.m. – 3:50 p.m. Child care will be available to families on early dismissal days.

The Global Prep daily schedule offers students an additional 2.5 hours of instruction each week so that they receive high-level instruction 37.5 hours each week. The extended school day will allow students more time in school, which enables the staff to address individual student needs and provide students with more time on appropriate instructional tasks.

Similar to the extended day, we will also have an extended school year. The Global Prep school year will be 190 days – 10 days more than the surrounding districts. There is a great deal of research that supports the need for extended learning time to bridge the academic gap for students living in poverty. Given our commitment to serving an ethnically, linguistically, and socio-economically diverse student population, an extended school day and year supports closing the achievement gap for our students.

The calendar will be broken up into trimesters, followed by a two-week intercession break. At the end of each trimester, students not on grade level in reading, writing, math or oral language fluency will be enrolled in a mandatory intercession, which will take place from 8 a.m.– 12 p.m. during the two-week intercession break. The intercessions will offer students smaller class sizes, targeted interventions and the additional time needed to close their learning gaps. It is important that students do not view the additional time in school as a punishment. We will work to make the instruction during intercession interactive and engaging, mirroring our school philosophy. Teachers will teach at least one intercession each year and will be compensated for this additional time spent in the classroom.

In order for students to advance in Spanish, we recognize the need to present Spanish learning opportunities any time students are not at school. While English is available all around us, Spanish interactions and opportunities to use the language can be limited. For students who are performing on or above grade level, language and enrichment camps also will be offered by staff and community partners. We want to make sure that students have access to engaging learning opportunities through the second language (L2) during the two-week intercession breaks and throughout the summer.



## School Culture

At Global Prep, we are preparing students to be bilingual and biliterate. It is also essential that we prepare strong global citizens – students who are good people with character, ethics and ability to make strong, responsible decisions, even when it is difficult. Thus we believe deeply in the importance of character education.

## OUR GUIDING PRINCIPLES

- Every person deserves to be respected.
- Every person has unique cultural experiences which enhances our school
- Every person deserves to feel physically and emotionally safe.
- Every learner must take risks and support one another in the learning process
- Learning is enhanced when there are strong academic and behavioral expectations.
- Special emphasis will be placed on the teaching of self-discipline, good citizenship and social skills.

These guiding principles guide our expectations for students, staff, families and community members who work within our school.

To meet the goals above, we have adopted the “Responsive Classroom Approach” of character education. The Responsive Classroom Approach is a nationally used, research based way of teaching that improves students’ social and academic skills and raises the teachers’ instructional quality. The approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

The Responsive Classroom is a general approach to teaching rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom approach consists of a set of practices that build academic and social-emotional competencies that can be used in conjunction with other programs.

Global Prep’s classroom practices are aligned with principles of the Responsive Classroom:

- **Morning Meetings** – gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- **Rule Creation** – helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
- **Interactive Modeling** – teaching children to notice and internalize expected behaviors through a unique modeling technique.
- **Positive Teacher Language** – using words and tone as a tool to promote children’s active learning, sense of community and self-discipline.
- **Logical Consequences** – responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
- **Guided Discovery** – introducing classroom materials using a format that encourages independence, creativity and responsibility.
- **Academic Choice** – increasing student learning by allowing students teacher-structured choices in their work.
- **Classroom Organization** – setting up the physical room in ways that encourage students’ independence, cooperation and productivity.

- **Working with Families** – creating avenues for hearing parents’ insights and helping them understand the schools’ teaching approaches.
- **Collaborative Problem Solving** – using conferencing, role playing, and other strategies to resolve problems with students.

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique. Consequences for misbehavior provide the best learning value when matched to the unique student and unique situation. Children are much more likely to learn from their mistakes when they can make the connection between their behavior and the logical consequence. It is also essential that our staff understand that often the kids who need love the most ask for it in the most unloving ways. Our culture and discipline policy recognizes this challenge and strives to respond to the needs of our students with consistency, clarity, support and love.

At Global Prep, we encourage students to be intrinsically motivated and strive to teach our students to behave well, on their own, and to take responsibility for their negative behaviors. This is consistent with our character development program. In addition, modeling *Positive Behavior Interventions and Supports*, we provide significant direct teaching about desired behaviors, consistent modeling and reminders of desired behaviors, and acknowledgement and recognition of those behaviors in all students.

Positive Behavior Interventions and Supports (PBIS) emphasizes four integrated elements: (a) data for decision making; (b) measurable outcomes supported and evaluated by data; (c) practices with evidence that these outcomes are achievable; and (d) systems that efficiently and effectively support implementation of these practices.

When our children struggle making positive behavior choices, we believe it is critically important to include their parents as partners. This includes sitting down with students and their parents to talk through the choices that are made. Together we create a “behavior support plan” to address the areas of concern while creating replacement behaviors and incentives for improvement. We believe that it important for parents and guardians to be kept informed as to how their student is doing both academically and behaviorally at school.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

Additional information regarding our school-wide discipline plan can be found in ATTACHMENT E.

## **B. Academic Standards**

Our curriculum is built upon a firm understanding of the Indiana State Standards. Through intentional planning, we connect the standards for math, language arts, social studies and science. ATTACHMENT F illustrates the exit standards for each grade level for both language arts and math. These language arts and math standards will be integrated into the larger themes that are standards-based in Science and Social Studies. ATTACHMENT G is an example of the K-2 science and social studies standards connected for interdisciplinary instruction throughout the year.

According to The National Council for Teachers of English (NCTE 1995) “educational experiences are more authentic and of greater value to students when the curricula is multi-faceted rather than being compartmentalized into neat subject-matter packages.” Real-world problems are complex, so no single subject alone can adequately address the learning outcomes set for students. Our deep value and appreciation for interdisciplinary instruction drives us to facilitate learning opportunities allowing students to make meaningful connections with what they are learning.

**Promotion and Retention:** Global Prep teachers, administrators and parents will always use multiple data points to make the appropriate decisions regarding student promotion and retention. We will review data within three domains: academic, participatory and social emotional student growth when determining eligibility for promotion at all grade levels.

1. *Academic growth:* Student makes satisfactory growth towards specific academic standards and expectations as defined by the Indiana State Standards. Student makes satisfactory growth towards L2 language acquisition and is able demonstrate understanding in L2 and L1 measured by WIDA Can do Descriptors and Fountas and Pinnell reading levels.
2. *Participatory growth:* Student participates fully in classroom and school learning activities.
3. *Social emotional growth:* Student demonstrates developmentally appropriate emotional behavior and maturation.

To be recommended for retention, a student must demonstrate a deficit in all three domains. As soon as there are concerns with a student’s progression parents are informed. We will intensify individualized support at school and offer resources for additional home supports. Though sit-down conferences with parents held four times a year, we ensure our parents are fully involved and active participants in the decision-making process regarding promotion and retention.

## **C. Curriculum**

In order to achieve the academic and social mission, our team will purposefully choose curriculum that connects with our students’ cultural backgrounds and provides resources for various levels of differentiation. We will choose curriculum that has resources to meet the multiple ways in which students learn (visual, musical, interpersonal, intrapersonal, etc.) as well as offer technology integration. Our curriculum resources must meet the needs of all language learners with specific considerations for English Learners. According to the Council of Great

City Schools, an organization composed of 67 large city school districts created to support and advocate for inner-city students across the nation and in Indiana, selecting curriculum to support English Learners must be done with a critical eye (Framework for Raising Expectations and Instructional Rigor for English Language Learners, 2014). The following steps will be taken to vet all curriculum materials:

- Materials have been designed and validated for use with ELLs.
- The philosophy and pedagogy related to English language acquisition establishes high expectations.
- Explicit and substantive alignment of materials to the Common Core.

Research shows that the model of instruction used is as important as the curriculum selected in a Dual Language Program. Understanding that language learning happens most effectively when coupled with meaningful lessons and resources, our team will carefully select our curriculum and participate in ongoing professional development workshops to learn how best to maximize the curriculum we select and meet our students' needs.

Leading the selection of curricular resources will be the principal and the “dual language coach.” In order to build a dual language curriculum to meet the diverse needs of our student population, we have partnered with IUPUI to support our curriculum design. With the support of university faculty, the principal and dual language coach will select materials that are in line with our educational program and then present these resources to the teaching staff for our final selection decisions. We will make our final decisions for curriculum by December 2015 with the input of the principal, dual language coach, board of directors and community stakeholders. The selected curriculum will have strong literacy resources in both English and Spanish and allow for interdisciplinary teaching driven by the Indiana State Standards.

### ***Reading and Writing Workshop***

At Global Prep Academy, literacy will be the foundation of all instruction provide to students. Our students will receive language arts instruction in both languages through the Reading and Writing Workshop. The Reader's/Writer's Workshop models will be used to further enhance the curriculum. The inquiry and reflection components of this workshop method support student engagement and authorship. In Reader's Workshop, teachers talk to students as fellow readers and model the behavior they expect from their students by writing and talking in response to their own reading. Children are reading often, whether aloud, individually, in pairs or in small response groups with expert guidance. Students also read in many genres: poetry, fiction, non-fiction, mysteries, fairytales, biography and so on. Students choose their own titles, talk and write responses to the literature from their personal perspectives. Students orally reflect on the literature they are reading in whole-class, small group and paired discussions, which are tremendously valuable in both L1 and L2. Students ask questions and raise issues from their reading – guided by teachers to make connections between what they have read to their own lives and experiences.

Using the Writer's Workshop our teachers help students find good reasons to write. In the Writer's Workshop curriculum, students are encouraged to reflect on times in their lives when they have been “writers” and the goals and direction they have as an “author.” Teachers invite

children to do all of the things a writer does: research, explore, collect, interview, talk, read, stare off into space, co- author, pre-write, draft, revise, edit and publish.

### **English Language Development (ELD) and Spanish Language Development (SLD)**

To achieve our mission of developing students who are bilingual and biliterate, it is vital that time be spent on the development of language through Focused Language Study (FLS). In grades K-5, ELD is provided to students whose native language is Spanish and SLD is provided to students whose native language is English. Language development time is set aside to provide students with receptive, expressive and literacy development in the second language. Reading, writing, speaking and listening that is connected to existing instructional themes will be the focus on this instructional time.

We recognize that supporting English Learners will require us to provide support in differentiated groups depending on the language levels of the student. Many dual language programs have found that unlike English learners, Spanish language learners are generally at the same level or within the same level of needs (La Cosecha, 2014). There are available curriculum resources for both ELD and SLD and we will select a curriculum that best fits with our program needs.

### **Mathematics**

For math instruction, we will adopt curriculum that is in line with state standards and has resources that allow us to use approaches based on research on how mathematical strategies and ideas develop in children. Mathematical concepts will be introduced through appropriate contexts that are structured to ensure that the strategies, representations and ideas necessary for success are fully developed. Computational fluency then will be developed in concert with children developing number sense. Our students will use multiple strategies in computation and problem solving, and learn to represent their thinking with appropriate models (number lines, area models, etc.). We currently are looking at *the Math Investigations* curriculum by Pearson as well as *Everyday Math* by McGraw Hill. Both programs have resources in Spanish and English as well as data to supports their effectiveness with English Learners. In addition, these curriculums provide resources for second language learners and high levels of differentiation with experiential learning activities.

### **Science**

Students will use an inquiry-based approach developed around hands-on investigations that follow the scientific process of asking questions, forming hypotheses, making observations, and conclusions. Science will be taught using a strong literacy framework. Students will learn through a cohesive connected curriculum using Project GLAD where instruction is provided through reading and an interdisciplinary curriculum where concepts build on each other, leading students to a more comprehensive understanding of state science standards. Our program utilizes Science and Social Studies to create learning themes so that what students are learning is not taught in isolation. Science will be used as a means of developing high levels of academic language in both English and Spanish.

Language is a critical component of science learning. The authors of *Linking Science and Literacy in the K–8 Classroom* write: “At the root of deep understanding of science concepts and scientific processes is the ability to use language to form ideas, theorize, reflect, share and debate with others, and ultimately, communicate clearly to different audiences.” (Douglas, Klentschy, Worth, and Binder, 2006, p. xi). As students talk about science, they make the connections and discover the patterns that support their learning.

Using language also leads students to think more critically and analytically about their ideas and further supports the development of metacognition. Critical to science learning, metacognition is children’s ability to reflect on their own thinking (Donovan, Bransford, and Pellegrin, 2000). To scaffold the collaborative talking and thinking that promote deeper science understanding, our teachers foster open-ended discussion in their classrooms. Students benefit when they have daily opportunities to explain their understanding of science concepts through activities, oral discourse and writing.

### **Social Studies**

Students will increase reading and writing literacy through the context of standards-based social studies curriculum. Students will process and learn social studies content both in the English and Spanish classroom. We believe the surrounding environment is our extended classroom and through field trips, community speakers, international resources students’ learning comes to life. Our program will focus on information literacy and critical thinking skills as well as the use of technology for research and presentations. Throughout the school year, there will be Project GLAD thematic units that use social studies standards and/or science standards to develop interdisciplinary as well as language connections. Like science, social studies will be used as a means to develop language in both English and Spanish.

### **Experiential Learning**

Science and social studies will be taught through hands-on learning, more formally known as “experiential education.” This reflects our teaching philosophy that promotes learning by doing. At Global Prep Academy the hands-on method allows children to practice guided tactile learning in which they absorb knowledge not only by listening, but by experiencing it. Experiential learning is praised as a top teaching method by higher educational institutions, especially those in the fields of science, art and technology (Holmes, 2012).

Learning by doing allows children to become personally invested in their own learning process. Becoming actively engaged in their education builds confidence, as the lessons require students to rely on their own abilities to obtain knowledge. That confidence and self-reliance inspires children to embrace the learning process and enthusiastically seek out additional knowledge.

### ***Tracking Student Progress***

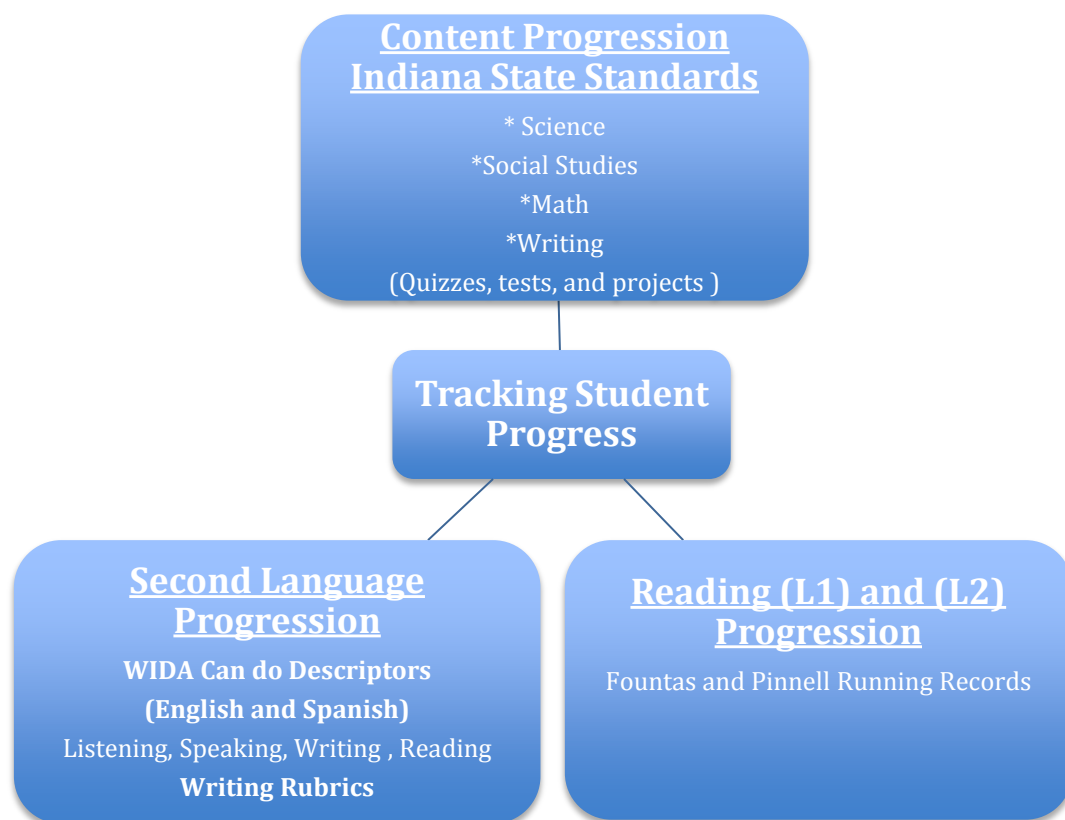
In order to track students' academic and language progress to enrich and remediate, we will have clear learning targets and expectations that guide instruction at each grade level. We will also use the National World Class Instructional Design and Assessment (WIDA) Standards Framework for clear learning targets. Since 2003, WIDA has been designing language development standards alongside local and national experts. There are currently language development standards for both English and Spanish development. These language development standards work directly with common core standards and allow teachers to specifically track students' progression of language alongside the content they are expected to master. We will use the WIDA "Can do Descriptors" to create goals and dialogue with families about student progress.

WIDA's Can Do Descriptors describe how second language learners process and use language for each language domain (listening, speaking, reading, writing) and level of language proficiency by grade level cluster. These descriptors are language expectations for teachers to use as a guide for what students should be able to do as they travel from "entering" to "bridging" a second language.

Can Do Descriptors will be used:

- as a resource for teachers to develop lessons and units with differentiated language objectives;
- to set language goals with learners; and
- to share with classroom teachers and administrators to describe second language acquisition

With proper supports and daily differentiation, we teach so that all students will make at least a year's growth each year in English and Spanish reading.



ATTACHMENT H details The WIDA Can Do Descriptors as well as the Fountas and Pinnell Reading targets we will use to track student progress in our dual language program.

**The Indiana State Standards** will be our guide for content-specific learning targets at each grade level.

**WIDA “Can do” Descriptors** will be used as a framework to track student progress in listening, speaking and writing in the second language. The “Can Do Descriptors are not to be used as a checklist but will be used to provide initial guidance as we learn from our students and develop a clear progress benchmarks. ”The Can do Descriptors are clustered by grade levels (PK –K, 1-2, 3-4 ...) helping students, teachers and parents track student progress.

**Writing Rubrics** will be used to evaluate students’ progression in the second language. A child’s literacy development is interconnected between reading and writing. ATTACHMENT J provides an examples of a writing rubric evaluating writing using a bilateral lens. This rubric alongside 6+1 writing rubrics will be used to evaluate student writing in L1 and L2.

**The Fountas & Pinnell** Running Records will be used to assess readers as well as guide reading instruction to insure that students make adequate yearly progress reading in L1 and L2.



### **Personalized Learning Plans**

A Personalized Learning Plan (or PLP) will be developed in collaboration with teachers, parents, and students as a way to help achieve success in student's short- and long-term goals each year with WIDA Can do Descriptors, reading progression and progression of content knowledge. Our PLPs are created based on our belief that learning targets must be clearly articulated and transparent. When learning targets are clear and families are engaged in setting goals and monitoring the progress, all parties are more motivated. Students will in turn achieve more in school, and will feel a stronger sense of ownership over their education. The process of creating personal learning plans also allows teachers to learn more about their students and their particular interests and learning needs.

Teachers and parents will meet at the beginning, middle and end of the year to set goals and monitor students' progress. This formalized process insures that rigorous goal setting is an integral part of what we do to engage families and motivate students.

The following elements will be noted on each child's plan.

- Self-assess their individual learning strengths and weaknesses, or reflect on what they have academically achieved, excelled at, or struggled with in the past.
- Identify specific learning gaps or skill deficiencies that should be addressed in their education, or specific knowledge, skills and character traits they would like to acquire.
- List or describe their personal interests, passions, pursuits and hobbies, and identify ways to integrate those interests into their education.
- Chart present performance based on formal and informal assessments in all content areas.
- Chart progress and set goals in language 1 (native language) as well as language 2 (second language). Goals will include reading, writing, speaking and listening.
- Document major learning accomplishments and milestones in English and Spanish.

### **Alignment to Indiana State Standards**

Global Prep Academy is committed to providing instruction that “unlocks the world through language, experiential learning and love.” In order to meet this objective, our teachers develop lessons that bring the Indiana State Standards to life through meaningful, hands-on experiences that are connected to the community in which the students live. There are many considerations teachers must make to insure that our planned lessons meet our overall mission. The Curriculum Framework for Equity that will be used for unit design requires teachers to process through an equity lens. This framework was created by IPUPI professor, Lonni Gill, PhD. *The framework is licensed under a creative Commons Attribution- Non-Commercial- Non-Derivatives 4.0 International License.*  
ATTACHMENT K.

At Global Prep, we unlock the world through language, experiential learning and love. This motto is realized in the daily instruction teachers plan for students. In reviewing the sample lesson plans you will notice that the teacher facilitates instruction allowing students' voices to be dominant in the classroom. In order for students to develop oral communication skills in L1 and

L2 teachers create lessons that allow students to communicate their understandings in pairs, in small groups and in front of the class. Because students learn in multiple ways, our lessons utilize Howard Gardner's multiple intelligences creating deep understanding of content through words, pictures, activities, art, games and personal reflection. At the close of each lesson, students reflect on what more they would like to learn cementing their role as the leaders of their own learning. Our students do not learn passively, they are actively engaged.

ATTACHMENT L provides a sample lesson plan for students in grades 2 and 5. These lessons plans illustrate how the Indiana State Standards are brought to life with a high emphasis on academic language through WIDA (words, sentences and discourse), student engagement, relevancy and leadership.

## **Leadership Development**

The mission of Global Prep is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. We believe in order for our students to imagine themselves as leaders, we must model ethical leadership and intentionally set expectations for leadership and connect leadership opportunities and understanding through the content we teach. In recognition of the important role effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, Global Prep will utilize the leadership development curriculum created by the Virginia Board of Education. It is designed to promote an awareness of students of their potential for leadership at many levels – at home; at school; in the workplace; and in local, state, and national communities.

Using current research on effective leadership, four areas of leadership development were identified that form the basis for the development of effective leadership skills. These areas are: Developing Knowledge of Self and Others, Defining Leadership, Developing Leadership Skills and Practices, and Practicing Leadership through Service.

**1. Developing Knowledge of Self and Others** - Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

**2. Defining Leadership** -Students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

**3. Developing Leadership Skills and Practices** - Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles.

**4. Practicing Leadership through Service** - Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also provides opportunities for active volunteerism.

### **Curriculum Implementation**

The leadership curriculum is not to be implemented *in addition* to the existing instructional program. It will be embedded into the existing curriculum to enhance grade level expectations and our school-wide culture. It also coincides with the Indiana State Standards, Language Arts/Speaking and Listening. Our leadership curriculum for grades K-8 is included in ATTACHMENT M.

### **C. Assessment**

At Global Prep, we will use assessments in both English and Spanish to guide planning and instruction. Assessments also will be used to provide feedback on the learning process. Assessments will be generally administered in the language of instruction. Through diagnostic, formative, and summative measures, we ensure a curriculum driven by student learning.

1. *Diagnostic/Pre-assessment:* Teachers use diagnostic assessment to understand students' prior knowledge and experience. Through various age-appropriate activities and discussions, teachers gain a basis for instruction. *All students at Global Prep will be assessed at the start of the year in reading, writing, math and oral fluency in their native language (L1) and the second language (L2).*
2. *Formative Assessment:* Formative assessment provides an opportunity for the teacher and the student to know where they are in the learning process thus helping the teacher to plan lessons and activities based on student need and development. In addition, it promotes learning by providing frequent feedback. *Teachers at Global Prep will use formative assessments daily to drive whole class, small group and individualized instruction.*
3. *Summative Assessment:* Summative assessments provide students an opportunity to demonstrate what they learned by applying their knowledge in authentic contexts. Every unit of instruction will include a summative assessment, which allows teachers to assess student understanding overtime and adequately communicate progress to parents and families. *At Global Prep, our summative assessments will often be embedded in meaningful projects that include the content and language standards that were taught. While some learning will be assessed by paper and pencil, not all summative assessments will be defined this way.*

## **Strategies of Assessment**

Global Prep teachers use multiple strategies to assess students which may vary by activity, student, and/or the expectations of the teacher. Below are descriptions of some of the assessment strategies we will use.

*Observation:* Students are observed regularly in whole group, small group, and individual settings. Teachers will take anecdotal notes of student growth and progress. Written observations and anecdotal notes are especially used in K-1 because students are just beginning to express their ideas in written form.

*Process-Focused Assessment:* Teachers regularly observe and record students who are meeting, not meeting, or exceeding expectations. Personalized Learning Plans, rubrics and narrative descriptions will be used to collect information.

*Performance Assessment:* Students are given the opportunity to apply their knowledge through authentic tasks with open-ended solutions to problems. These assessments are designed to encourage an original response using the student's own knowledge and/or feelings.

*Student Writing Portfolios:* Portfolios will be kept for students from their first year at Global Prep through graduation. Each portfolio will consist of writing samples in L1 and L2. During parent conferences held formally three times a year, students' portfolios will be reviewed and Personalized Learning Plans will be reevaluated.

*Fountas & Pinnell Running Record in English and Spanish:* Running Records will be used to identify the instructional and independent reading levels for all students to document student progress. This assessment will be given to students in both their native language and their target language to measure progress and set goals. ATTACHMENT N

## **Standardized Tests**

Global Prep will administer a series of nationally norm-referenced standardized tests in language arts and math. Given the language immersion targets of our schools, it is essential that our standardized testing articulation allows students to demonstrate academic growth in L1 and L2. Each assessment provides teachers and parents with objective information about students' skills and helps teachers to customize growth goals for each student, class, grade and school.

*Northwest Evaluation Association (NWEA) MAP Assessment:*

The MAP Assessment is a standardized test that evaluates students in Reading and Math. Students will first take NWEA in kindergarten at the beginning and end of the school year. This computer-based test adapts to students in real-time as they progress through the test. Data gathered from NWEA will be used to make instructional decisions, inform parents and set measurable learning goals for and with students.

*Indiana State Testing (ISTEP and IREAD3)*

In third grade, all eligible students will take Indiana's state-mandated tests annually. The informal and formal assessments that we use throughout the school year, will gauge students' likelihood for success leading up to the State summative assessments.

*(WIDA) ACCESS*

State and federal laws require annual assessment and reporting of English Language Learners' (ELL) progress in learning subject matter content and language. The ACCESS test assesses reading, writing, speaking and listening for all students who are ELLs who have not demonstrated English language proficiency.

**Assessment Calendar**

Student assessments will be thoughtfully administered throughout each school year. We will begin by benchmarking students in an effort to set measureable goals and track adequate progress. Our assessment calendar illustrates when students will be assessed and what instruments will be used. It is important that we communicate to parents to parents fully understand their student's strengths and learning challenges. To engage parents in the learning process, parents will meet with teachers four times a year. In September, teachers will meet with families meet to discuss beginning of the year data and to set goals which are integrated into each child's Personalized Learning Plan. In November, March, and June conferences are set up to review progress reports and discuss academic and language progress. Parent conferences are intentionally connected to the end of each testing window and grading period. These conferences keep teachers and parents connected and ensures they fully understand their child's data and progression in L1 and L2.

Our assessment calendar and parent conferences align with the necessity of parents being involved and fully engaged in their child's dual language experience. Parental partnerships and shared understandings help solidify student retention for a minimum of five years to meet our mission of developing bilingual and biliterate leaders.

<b>Trimester 1</b>			
<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>
Reading - Running Records (K-6)	NWEA – Map (K-8) * WIDA Access (K-8) ----- Parent Goal Setting Conference (Running Records and NWEA data will be explained)		Parent Report Card Conference
<b>Trimester 2</b>			
<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>
Reading - Running Records (K-6)	NWEA- MAP (K-8)	*WIDA Access (K-8)	*I-READ (3) *ISTEP (3-8)

			Parent Report Card Conference
<b>Trimester 3</b>			
<b>April</b>	<b>May</b>	<b>June</b>	
*ISTEP (3-8)	NWEA- MAP (K-8)	Reading - Running Records (K-6)	
		Parent Report Card Conference	

*\* These state/federal assessments have mandated testing dates. Therefore we have no flexibility on the dates of these assessments.*

### **Using assessment data to support students of all levels**

We understand that differentiation of instruction is critical to the academic advancement of all students. In the classroom, teachers differentiate based on student needs. Depending on the subject and content being taught, differentiation can be provided in the text presented to students, in the student groupings, products created or assignment given. It is of paramount importance that regardless of where students come in academically, their growth can be seen using multiple data points.

In addition to the differentiated instruction provided throughout the day, our Daily Success Period provides students additional remediation and enrichment. To support struggling learners, Success Period follows the RtI Model by ensuring that every student has access to rigorous, grade-level curriculum and highly effective initial teaching throughout the day.

**Tier 1.** While students are in the classroom, differentiation must be provided to meet the needs of the students. Teachers must scaffold content, process, and product according to students needs, setting aside time to meet with small groups of students to address gaps in learning (Buffum, Mattos, & Webber, 2009). When teachers work in collaboration through professional learning communities, we are consistently looking at how students respond to instruction to make necessary adjustments.

**Tier 2.** Supports are needed when students are in need of additional supports. According to Buffum, Mattos and Webber, authors of *Pyramid Response to Intervention: RtI and How to Respond When Students Don't Learn*, intervention is most effective when it is timely, structured and mandatory, and focused on the cause of a students struggles rather than on a symptom. In our Daily Success Period, we work with students to provide daily support daily to “diagnose” the problems and provide remedy opportunities.

Daily Success Period not only supports those students who are performing below level, it is also used to provide daily enrichment. We are committed to growing all learners, and use data intentionally both in the classroom and during Success Period to meet students where they are while continuing to provide student motivation and academic rigor.

Below is a sample illustration of how we use data to provide meaningful support during our Daily Success Period. *Students have just completed the NWEA MAP assessment. One common area of need identified school-wide is with number sense. The staff uses the NWEA MAP report to identify students who struggled with number sense. Teachers work with their grade-level teams to further triangulate the data using anecdotal notes taken in class as well as other in-class assessments. Using all three data points, teams look at how they might adjust instruction in the classrooms (Tier 1) to meet the needs of the grade level. For an additional academic boost, number sense will be our area of focus for the next six weeks during Success Period. Teachers create Success groups to address common learning gaps noted with students. Those students who did not have a learning gap are also working on number sense but will extend their understanding through enrichment. Listed below is an example of the types of interventions students may be involved in depending on their level of need.*

<i>Sample Differentiated Activities</i> <b>Daily Success Period</b> <i>45 min. additional individualized academic support</i>		
All on staff, including community volunteers work with students in individual and small groups. Groups are based on student needs not grade levels. During this time students may work in small groups, in pairs, independently or in a computer stations. Interventions will most often be provided in the target language of instruction.		
<b>Below Level</b> Small groups of no more than 4 are formed. Instruction is scaffolded through games that are focused on number sense so that students are engaged and motivated to learn. Students rotate between working with approved technology and working with an adult. All are challenged to explain thier thinking in pictures, numbers and words.	<b>At Level</b> Students rotate between working on approved technology and working with an adult. In both rotations, students use maniulatives to make sense of numbers and are challenged to explain their thinking through pictures numbers and words.	<b>Above Level</b> Math Investigation Students work in pre-assigned pairs solving a real life math challenge with numbers. Students can use technology and any other resources to solve the open ended question. Today's investigation will take two days for students to solve. All are challenged to explain thier thinking in pictures, numbers and words.

## D. Special Student Populations

Global Prep will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's individualized education plan (IEP). Specifically, the school will:

- Develop a special education team from the time of opening, including a special lead onsite (who will coordinate all annual reviews for each student's IEP and ensure that parents are regularly informed of their child's progress). We will contract out for additional special education support. The contracted support will include resources for, speech and language therapists, occupational therapists, psychologists, social workers, and counselors will be contracted with on an as-needed basis.
- Use an extensive Response to Instruction (RtI) process to ascertain early identification without

over-identification, including holding school-wide RtI meetings every six to eight weeks, aligned with the assessment cycles, in which the staff will meet to place students in tiered intervention groups to most effectively address their needs during Success Period. All students at Global Prep will have Personalized Learning Plans (PLP) that will be used to ensure that students' needs are met and that students meet or exceed the school's rigorous accountability goals. By providing daily remediation support through our Success Period we have proactive plans to address students who are "at-risk" of academic failure. At Global Prep, academically at-risk students are identified by pre-assessments at the beginning of the year, summative assessments throughout the year, or low performance on any section of a standardized test. Teachers may additionally identify a student based on classroom performance and/or parent report.

Our structures are designed to maximize learning opportunities for low achieving and at-risk students. Low-achieving or at-risk students will be fully integrated in the classroom and will participate in all aspects of the educational program. Dialogue between teachers, parents, students, and other educational professionals are integral to student success. Teachers will provide ongoing assessment throughout the year to provide early identification of at-risk students and address those needs in a systematic timely manner.

c. Provide rigorous training and support to ensure that general classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may need to implement a student's program, and incorporate any necessary modifications or accommodations in their classes. Our weekly staff meetings where we look specifically at student data, will allow staff and instructional leaders to identify and respond immediately to a struggling student. Effectively using data is a key element of our school culture and ethos.

d. Provide space and develop a schedule that allows students to receive needed services outside of the classroom while minimizing disruption to their regular instruction.

e. Inform parents/guardians of their child's progress on a regular basis, through telephone calls, notes home, home visits, and meetings, as well as a progress reports and conferences to discuss PLPs at least three times a year.

f. Make every effort to obtain students' previous school records within a reasonable time. All special education records and files will be maintained in the Indiana Department of Education's (IDOE) Learning Connections portal for IEPs. Using the IDOE's secure system, will allow for quicker access to student records, collaboration with the IDOE on current updates on pertinent information and legislation, and monitoring of records and IEP's by school staff and contracted consultants from INI Schools. This will also ensure compliance and progress of all students receiving special education services.

g. Review IEP's and Section 504 Plans of incoming students with the goal of determining what services can reasonably be provided using school resources and what will need to be provided via an external provider. As required by state law, the special education teacher will hold a move-in conference within 10 school days, which will include the special education teacher,



parents/guardians, lead teachers and the principal or principal's designee.

To meet the needs of our students with IEPs, we will have a Special Education lead teacher who will provide professional resources and development to all teachers to ensure we are meeting the needs of those students with IEPs as well as those who are struggling to meet grade level proficiency. The Special Education Lead will also act as our data coach in the first few years of the school's development.

High level special education support will be contracted out in our initial years of operation. This support will be provided and under the direction of the Special Education Lead and the school's principal or designee. The support will be to deliver effective interventions while ensuring proper documentation and compliant processes and procedures. Listed below are the support functions that Global Prep will contract out:

- ☐ Preliminary Consultation - This consultative support will include, but not be limited, to the following: evaluation of policies and file setup/maintenance, evaluation of compliance with state and federal requirements, assessment of providers performing direct services and the development or refinement of a school budget for direct special education services.
- ☐ Special Education File Maintenance – To maintain the filing system and establish effective processes for Child Find, Records Requests and General File Maintenance.
- ☐ Compliance Monitoring – To ensure compliance with state and federal authorities through monthly communication with School's Teacher(s) of Record, production of monthly reporting for School, and periodic internal audits of materials.
- ☐ Speech/Language Services and other Therapies – To provide on-site speech and language services or any additional therapies needed by our students.
- ☐ Direct Administrative and Management Support – This will include Federal B and State reporting, Medicaid reimbursement, audit preparation, ongoing supervision of the compliance function and professional development and coaching.

## **Second Language Learners**

All Global Prep students will be second-language learners, known more widely as Emerging Bilinguals. Because every child will be learning through another language, it is extremely important that the needs of Emerging Bilinguals are the focus of all instructional decisions that we make. Both English Language Development (ELD) and Spanish Language Development (SLD) is provided to support student acquisition of the second language. In year one, our professional development will focus on dual language instruction and second language acquisition. This will allow teachers to determine whether a student has a language deficiency or is experiencing the normal stages of learning a second language. Training and professional development will include research based language and literacy instruction strategies.

At Global Prep, we ensure proper communication with all families by providing all information in English and Spanish and by providing translators to meet additional language needs. The engagement of all parents is critically important to us and we will make all efforts to involve and engage parents for the success of their children.

### **Students who arrive after 2<sup>nd</sup> grade**

In order to achieve our educational mission, to graduate students who are bilingual and bi-literate, research shows that students need to be enrolled in a language immersion program for five to seven years (Collier, 2001, 2006, Lindholm-Leary, 2004). If a parent wants to enroll after grade 2, we will ensure that the families fully understand the academic program at Global Prep and the challenges associated with entering the program after primary foundation has been established. We will provide information and offer school tours for parents to fully understand and see the model in action. If a parent believes that their child will be successful without the foundation provided in the primary years, we welcome them. All students who enroll will be given a home language survey to identify the primary language spoken in the home. New students will also complete the NWEA Map assessment, regardless of their time of enrollment, to allow us to collect baseline data and adequately support the student in both English and Spanish.

### **Students who speak a language other than English or Spanish**

Global Prep offers a rich educational environment where diversity is celebrated and culture and community are utilized to inform instruction. In our dual language program, instruction is provided in English and Spanish. Students who do not have a foundation in either language will have some additional challenges that would exist at any public school where English is the primary language. All students who enroll will be given a home language survey to identify the primary language spoken in the home. New students will also complete the NWEA Map assessment and Running Records assessment regardless of their time of enrollment in order for us to collect baseline data and adequately support the student in both English and Spanish. Our focus on daily differentiation in the classroom as well as remediation and enrichment during Success Period will support all learners regardless of home language.

### **English Learners**

While primary language literacy is critical to the success of English Learners (ELs) in a two-way immersion program, at Global Prep, ELs are provided with comprehensive, high-quality English Language Development (ELD) instruction to become fully proficient and able to achieve equally with students who are proficient in English. ELD will be the only class where English Learners are supported with other students who are learning how English works leading to increased bi-literacy.

To best meet the needs of our students we will begin by identifying students who are ELs using Home Language Surveys, as well as informal interviews in the student's native language and in English. Instructional goals will be set by staff and students' families to ensure that students meet

identified instructional goals in their native language and in the second language.

An additional layer of support for our students is the English Language Development (ELD) program. ELD class objectives are aligned with state English Language Arts and content standards to equip students who have limited proficiency in English with the language necessary to succeed in the core curriculum. Comprehensive, direct, high-quality instruction about the English language, including listening comprehension, speaking, reading, and writing, will also be provided during ELD and our structured Success Period.

### **Academically Gifted Students**

Global Prep teachers differentiate instruction throughout the day to ensure that students achieve at their highest levels. Additionally, we provide additional individualized instruction time in our daily Success Period. Our daily Success Period allows scheduled time for extended projects and learning extensions tied to literacy and numeracy where students can work specifically outside of their grade level and at the level that suits exactly where they are instructionally.

## **E. Support for Learning**

### **Positive School Culture**

The culture at Global Prep is inclusive with outward appreciation for the attributes and experiences that make each member of our school community unique and valued. Our staff is committed to providing this inclusive model and celebrating ethnic and linguistic diversity. In 2007, The National School Climate Council showed that healthy school climates contribute to academic achievement and other positive outcomes for students. We are committed to providing a positive school culture where staff, students and parents work collaboratively and feel welcomed, supported and connected.

At Global Prep, we invite our parents to fully engage in our school as partners in their child's education. We want to see parents in our classrooms, playground, lunchroom, library and hallways. Our parents need to feel ownership for the school and feel welcome to lead initiatives that help to meet our greater mission. To meet our objective of every parent being engaged in their child's learning, our parents will sign a parent compact each year, which will indicate their commitment to partner in their child's education. As a part of the compact we ask families to:

- Send student to school on time each day.
- Ensure student gets eight hours or more of sleep each night.
- Support student reading for at least 20 minutes each night (student, parent or shared reading).
- Communicate regularly with the teacher and reach out directly if there is a question or concern.

We recognize that every parent is not available to volunteer in the classroom each week, so we set expectations that everyone can achieve while incentivizing families to get involved in various other ways.

One way Global Prep will incentivize parental involvement is by inviting families to participate in a friendly competition. Each time a family member comes to school, participates in a school activity, etc. the student receives a “point.” At the end of each trimester, the family (mother, father, aunt, uncle, grandfather, etc.) who receives the most participation “points” and the family with the greatest increase in “points” from one trimester to the next will be recognized and celebrated. At Global Prep, the participation of families in social and academic programming helps to maximize our educational impact and bridge the language and cultural gaps that we see in our communities.

### **Parent Satisfaction**

Communication is a two way street and we welcome feedback for our families. We will work to obtain parent feedback throughout the year and at the end of the year to ensure we are achieving our mission as outlined.

Parents will provide anonymous feedback at each conference via paper or computer (using platform like Survey Monkey) to help us monitor our program. The data will be made public via posting in our school newsletter and/or community bulletin board. We will use this data to set measurable and transparent goals that will also be presented to families. At the end of the year, parents will receive a comprehensive survey that deals with academic, social and parent programming. The results of this survey will be presented on our school website. ATTACHMENT N is a sample of our annual Parent Survey.

### **Student Behavior and Discipline**

In order for students to learn, we must provide a safe learning environment where students feel physically and emotionally safe. It is only when these conditions are met that students can achieve academically. To meet the optimal learning conditions, we believe deeply in the development of character education through leadership. Our leadership curriculum, which is woven into academic content and daily community circle, connects to our guiding principles/expectations for our learning environment:

- Every person deserves to be respected.
- Every person has unique cultural experiences that enhance our school.
- Every person deserves to feel physically and emotionally safe.
- Every learner must take risks and support one another in the learning process.
- Learning is enhanced when there are strong academic and behavioral expectations.

Global Prep will place special emphasis on teaching self-discipline, good citizenship and social skills through leadership.

When students struggle to live up to the guiding principles and behavior expectations, they do harm to their own learning and the learning of others. Regardless of whether a student has an identified special need, inappropriate behavior cannot be tolerated. When students act out this is often a symptom of a larger problem. We must work to address the root cause of inappropriate behavior for the sake of the student’s development, both academically and emotionally. Through nurturing relationships established before school even starts, our staff

recognizes that we must touch students' hearts and model patience and understanding especially when they struggle. In the event of behavior challenges, staff members will support students in any of the following ways:

1. Pull student to a private space in the classroom to discuss the behavior.
2. Allow student time to reflect in the "Cool down" space located in each classroom.
3. Contact parents to speak with and encourage the student or request that the parent come to the school to partner in redirecting the child.

If a child presents a danger to themselves or others in the classroom, he/she will be removed to ensure the safety of all involved. If a child is removed from the classroom, the student will debrief the situation with the principal or designee and complete a reflection sheet detailing what took place and better choices that could have been made. When the student returns to the classroom, in an effort to re-integrate positively into the learning environment, the student will meet with the teacher to debrief what took place and apologize to those affected by their choices.

Teachers will track student behavior challenges and communicate with parents any time a student's behavior cannot be redirected in the classroom. Behavior challenges that persist may necessitate the teacher(s), parents and administration creating an individualized behavior plan for the student. We are committed to creating support plans for students who struggle within the parameters that we set. Recognizing that students have different behavior and academic needs, we pride ourselves on creating individualized supports that lead to student success.

### III. Organizational Viability and Effectiveness

#### A. Enrollment/Demand

In year one, we plan to enroll 100 students in grades K and 1 and 50 students in grade 2. We will add 100 new kindergarten students each subsequent year until the school reaches full capacity serving grades K-8. Below are the enrollment targets over the first six years of our school's operation. *The enrollment chart reflects the natural attrition seen in schools with high poverty.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Kindergarten</b>	100	100	100	100	100	100	100
<b>Grade 1</b>	100	100	100	100	100	100	100
<b>Grade 2</b>	50	90	90	90	90	90	90
<b>Grade 3</b>		45	85	85	85	85	85
<b>Grade 4</b>			40	80	80	80	80
<b>Grade 5</b>				40	75	75	75
<b>Grade 6</b>					30	75	75
<b>Grade 7</b>						30	70
<b>Grade 8</b>							30
<b>Total</b>	<b>250</b>	<b>335</b>	<b>410</b>	<b>490</b>	<b>555</b>	<b>635</b>	<b>705</b>

**Rationale for School Size:** Our enrollment plan balances the following premises:

- Students who obtain a solid educational foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open at the elementary level in order to reach students as early as possible and put them on a positive trajectory to high school and college.
- Given the challenges associated with creating a new Dual Language school, we believe we best meet the needs of our students by opening with grades K-2 and adding one grade level each year.
- We anticipate having 100 students per grade level in grades K-1. At the primary level,

each grade team will have four teachers allowing for 25:1 student teacher ratio. Class sizes will remain low in grades 3-8 and will not exceed 30 students in a class.

*We recognize that as a public charter school we cannot deny access to students who would like to enter after grade two. To best live out the mission of our school, which is to develop students to be bilingual and biliterate, families must recognize that language skills build upon one another and the process towards bilingualism takes students five to seven years.*

**Demand for School:** We have reviewed the Census tract data in our target geographies and reviewed the public education options for the children in the area to help assess the demand for a dual language school. We have also had conversations with community organizations, parents, educational leaders and non-profit organizations. In an effort to get to the heart of what school options parents want on the northwest side, we worked with our community partners in order to conduct face to face and phone interviews with potential families. For our interviews, we targeted families in our socio-economic demographic who were native Spanish and English speakers as well as those families who were already multilingual. Interviews were conducted in the Native language of the parents. After one-on-one interviews with families in our target area, we have additional information regarding what families are looking for in a school as well as their interest in a dual language immersion

ATTACHMENT H shows all interview questions as well as a full summary of the data collected.

Conclusions based on the interviews:

- All parents regardless of ethnicity talked about a good school being one where they felt their children were cared for and safe.
- Strong communication between the staff and the parents was another need that came out in most interviews.
- Many parents who had themselves been educated in other countries talked about the importance of teachers being certified and experienced.
- 92% of parents interviewed stated that they would be interested in a dual language school. Some comments included:
  - “Speaking two languages allows you to get a good job.”
  - “Employers are looking for bilingual people to hire.”
  - “A school like this would allow my child to read in Spanish. I have been worried that he can’t read in Spanish and I am not sure how I am going to teach him that.”
- Parents raised similar questions about the dual language program. The most common questions were:
  - “What does it look like in the school to learn in Spanish and then learn in English?”
  - “What happens if I don’t speak Spanish and my child has work I don’t understand? How can I help her?”
  - “If my child has an IEP would this be a school he could go to?”

Based on the interviews conducted in the vicinity of the International Marketplace, it is clear there is a demand for a dual language program in the area. The needs parents expressed will be useful as we market our school to the wider community. The concerns and questions raised

during the interviews are questions we must be prepared to address as we recruit families and inform the community about Global Prep Academy.

During the interviews we gained a great deal of valuable feedback from families. In an effort to remain connected and engaged in the wants and needs of the community, we will continue to conduct interviews and focus groups within our target market. To further extend our marketing efforts, we will conduct demonstration lessons during summer camps, in preschools and in churches to help families get a better sense of how dual language programming works. While our initial questionnaire did not ease the distrust and misunderstandings many families have about charter schools, we will use the year leading up to the opening of the school to educate parents on how Global Prep and public charter schools work.

**Recruitment:** The school will engage in extensive efforts to inform families about the new school. We will knock on doors and recruit families in supermarkets, community centers, and apartment complexes and public housing; reach out to community-based organizations, local not-for-profit and civic organizations, local businesses, and religious organizations; and host information sessions at day care centers, Head Start programs, afterschool programs, and youth centers. We will also recruit at health clinics, doctor and dentist offices in the area. We will use social media to inform parents as well as the community about Global Prep and Dual Language programming. We have plans to create a Facebook, Twitter, and Instagram page specifically for community outreach. Parental outreach and recruitment activities will be conducted in English and Spanish.

**Enrollment Process:** Our school's admissions practices will comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. In an effort to achieve a 50% English and 50% Spanish enrollment, we will track home language as families enroll as a way to better direct our recruitment efforts. While we cannot determine enrollment based on home language, we can intensify our recruitment strategies if we are not meeting our desired language balance to achieve Two Way Immersion.

As per IC 20-24-5-5, we will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If we receive a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

Our open enrollment period will allow for a broad-based recruiting and application process.

The appropriate development of promotional and informational materials in both English and Spanish will appeal to both of the target language populations of the school. We will hold an open enrollment for a period of one month in the Fall of 2015 and Winter/Spring 2016. Examining the trends noted in surrounding charter schools, we will enroll 20% over target



enrollment noting that often all of the families who sign up to attend often do not show up when school starts. We will also create a plan to keep our new families committed to sending their children to Global Prep Academy. Our staff will conduct home visits, attend community events, provide school tours and several welcome events in the months leading up to the start of school.

We will provide notice of open enrollment by:

- Mailing and emailing notice of the open enrollment period and provide applications to all families who inquire about the school;
- Outreach meetings in the target area as well as areas within a 5-mile radius of the school's location to reach perspective students and parents;
- Using social media (Facebook, Twitter, Instagram, etc.) to inform parents about enrollment;
- Posting written notice of the open enrollment period at the school facility, area libraries, community centers, day care centers and churches; and
- Placing written notice of the open enrollment period in local newspapers.

If fully completed applications exceed the number of spaces available, applications are to be drawn by a random selection lottery process. Guaranteed space will be given to students enrolled and admitted the prior year, and priority in the lottery will be given to siblings of students already enrolled. Applications received after the deadline will be added in the order in which they were received.

Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students will remain eligible to be admitted for successive years without having to re-enter the selection process.

## **B. Human Capital**

### **Hiring Process**

As Jim Collins illustrates in *Good to Great* and the *Social Sectors*, organizational excellence flows first and foremost from hiring the right people in key positions. Global Prep will employ and retain highly capable and committed educators who are united by our mission to educate future leaders in a multicultural environment where they will graduate bilingual and biliterate. Our teachers must have a commitment to serve the community and display a passion for lifelong learning. They must model excellence in their work, and possess the personal and professional qualities necessary to perform their duties exceptionally well.

The ideal qualities for our teachers also known as “Learning Leaders” are below:

- Demonstrated belief in the mission and vision of Global Prep Academy;
- Prior experience working with students of poverty and English Learners;
- Commitment to ongoing professional development;

- Relationship builder (colleagues, students, parents);
- Flexible and solutions-oriented;
- Interest in working collaboratively with colleagues and reflecting on their own practice to improve instruction for all students;
- Willingness to be responsible for consistently managing student behavior using a pro-active approach;
- Strong organizational skills and a commitment to using data to drive instruction;
- Experience providing differentiated instruction;
- Ability to use a balanced literacy framework;
- Experience with Reading/Writing Workshop;
- Experience developing interdisciplinary long-term plans and units;
- Possession of Indiana Teacher Certification, Highly Qualified Status, and other appropriate endorsements; and
- Dedication to actively engage parents in educational advocacy for their children.

\*\*Native Spanish fluency and literacy required for teachers who will instruct through Spanish.

Teaching cadets will work alongside teachers and support students and school-wide initiatives. While a teaching license is not required for teaching cadets, many of the qualities we look for in teachers are also important for our cadets. The idea qualities for our cadets are below:

### **Teacher Cadets**

- Demonstrated belief in the mission and vision of Global Prep Academy;
- Commitment to ongoing professional development;
- Relationship builder (colleagues, students, parents);
- Flexible and solutions-oriented;
- Interest in working collaboratively with colleagues;
- Willingness to be responsible for consistently managing student behavior using pro-active approach;
- Dedication to actively engage parents in educational advocacy for their children;
- Ability to lead and/or follow depending on the situation; and
- Bilingual and biliterate in Spanish and English preferred.

### **Recruitment**

In order to find the best staff members to implement our dual language program, we recognize our recruitment efforts must be specific and robust. We cannot wait a few months before school starts to recruit top talent. Thus we will begin our recruitment process a year before Global Prep opens. Below is our timeline for recruitment:

**June/August – Identify and meet with potential candidates**

Reach out to local education networks (district schools, universities, etc.) about potential candidates. Utilize social media network and national dual language network to connect with potential hires.

**September to November – Meet with candidates, build relationships, assess possible fit for school.**

Potential staff members will support the school efforts on a volunteer basis and work collaboratively with others who have an interest in the school.

**January to February – Conduct formal interviews**

**Stage 1 – Resume review, 1:1 meeting with principal or phone interview** if potential candidate is not local.

**Stage 2 - Informal dinner interviews** – All potential staff members who share the mission of the school and pass the first round interviews will be invited to an informal dinner interview with other prospective candidates. The principal, dual language coach, office manager and other stakeholders will be invited to the dinner as well. This will allow us to sense how potential staff members work with one another, communicate and collaborate.

It may be necessary for candidates who are not local to bypass Stage 2 and be moved on to stage 3 of the interview process.

**Stage 3 – Follow-up interview and lesson presentation** - Candidates may be invited back for a final interview with the principal, dual language coach and other designees to present a lesson with real students and answer additional questions. This formal interview will take approximately 90 minutes and will include the Global Prep team giving feedback on the candidate's sample lesson to see how receptive they are to feedback. Reflection and feedback for continual improvement is key to the development of our school. It is important that those hired be a cultural fit. Candidates who are a cultural fit, should be open to the opportunity to reflect on their work and receive feedback.

**March – Offer letters of Intent**

Stages 1 and 2 will also be used for the recruitment and selection of our teaching cadets. We expect all employees on our staff to be leaders who are committed to the implementation of our mission. It is important that teachers and teaching cadets are fully engaged in meaningful and reflective dialogue from the onset.

**Professional Development**

We recognize that when bringing our staff together, the most important piece will be a commitment to the mission of service and quality instruction for our students. We are committed

to providing professional development to all who work with our students and families regardless of their initial certification and experience.

**Our professional development is structured on three pillars: building a positive culture and community, providing effective instruction and utilizing data to drive instruction.** Schools often believe that teachers merely need to be presented with information about effective teaching strategies; however, research suggests teachers' learning process is more complex than that (French, 1997; Banilower, 2002; Yoon et al., 2007). To move beyond simple teaching workshops, Global Prep is committed to providing ongoing professional development that is on-site and collaborative.

**On going** – In order to truly change practices, professional development should occur over time and be ongoing. Studies show that effective professional development programs require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007). Each week, we have two hours set aside for our staff to come together and learn about and practice those skills most needed to be highly effective with students. By having an on-site Dual Language Coach, staff members have an opportunity to learn with the coach both in professional development workshops and in the classroom with their own students.

**On-Site** – The Dual language coach will work with teachers who teach through Spanish as well as English. He/she will work with the principal to insure that there is a connection between the weekly professional development and the instructional practices in the classroom. In coaching, teachers work with a coach before, during and after a lesson, getting feedback on their implementation of a newly learned teaching skill. Modeling by the coaches has been shown to be very effective at helping teachers grasp a new teaching approach before they attempt implementation (Roy, 2005; Goldberg, 2002; Rice, 2001; Black, 1998; Licklider, 1997).

**Collaborative** – At Global Prep, teachers work in grade teams and must be connected instructionally to bridge students' understanding from content taught in one language to content taught in the other. To provide the time that collaboration necessitates, teachers have common planning time each day for at least 80 minutes, which allows teachers to meet in Professional Learning Communities. Classroom teachers will not supervise lunch and recess which gives them more than an hour to work with their teaching partner and grade level team. In essence, the community of teachers serves as coaches for each other. Research shows that effective Professional Learning Communities can change teacher practice and increase student achievement (Dunne et al., 2000; Rosenholtz, 1989; Lous and Marks, 1998; Little, 1982; Wiley, 2002). Studies have also found that student achievement is higher in schools with strong professional communities, where collective responsibility, collaboration and collegiality among teachers are fostered (Little, 1982; Newmann and Wehlage, 1995; Louis et al., 1996).

It is important that all teachers understand how Global Prep's mission is realized not just inside their classroom and grade level, but across the building. Each trimester, teachers will evaluate the system we created by doing peer observations in another grade level. We will evaluate our

implementation of our school-wide professional development and share findings from observations to improve our work and deliver on our mission. This structured peer evaluation cycle, which happens three times a year, speaks to our spirit of collaboration and our focus on continual improvement.

We will invest a great deal of time on hiring the best possible teachers for our students and providing the support needed to retain them. According to *Charlotte Westerhaus-Renfrow is a Senior Lecturer in management at Indiana University's Kelley School of Business*, "Four effective tactics - Training, Inclusion, Mentoring, and Engagement (TIME) - can help your organization hold on to great workers."

A recently released study, *Deloitte Global Human Capital Trends 2015*, reported that employee retention is now the #1 problem companies face today. Life Work Solutions, a provider of staff retention and consulting services, found that over 50 % of people recruited to an organization will leave within two years and one in four of new hires will leave within six months.

### Staffing Model

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Administrative</b>					
Principal	1	1	1	1	1
Dual Language Coach	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Operations				1	1
<b>Instructional</b>					
Teachers (regular ed)	10	13	17	20	22
Teaching Assistants (cadets)	2	2	3	3	3
Special Education Teacher	1	1	2	2	2
Special Education Assistant		1	1	1	1
Spanish Teacher		1	1	1	1
Specials Teachers (Art and Music)			2	2	2
<b>Total staff members</b>	16	21	27	31	33

### Compensation Structure

Employees will be compensated in a manner competitive with the local school district, with pay increases and compensation annually. Global Prep will offer a comprehensive benefit package for employees, including: health insurance, dental insurance, life insurance, supplemental insurance programs, 403(b) plan, teacher retirement plan, workers' compensation insurance, and unemployment compensation insurance.

## Special Education Staff

Students with IEPs will be supported by their classroom teacher and by the Special education team. Instructional practices and strategies employed will be based on the student's identified needs and goals developed in the IEP. Support will be provided in the Least Restrictive Environment allowing students to have full access to general education curriculum with supports dictated by the student's IEP. More than 15 years of research speaks to the immense benefits of the inclusion model. Benefits include greater access to the general curriculum, higher expectations experience benefits, such as higher academic achievement, greater sensitivity, strong socialization and collaborative skills (Mullenholz, 2013).

For these reasons, we are committed to an inclusion model, meaning that we will ensure that our students with special needs are learning in their mainstream classroom.

Initially, Global Prep will hire one special education teacher for the grades K-3. In year 2, when we enroll 3<sup>rd</sup> graders, we will hire a special education assistant to provide additional support for students. The special education lead/teacher will be responsible for the writing of the IEPs and will act as the Teacher of Record for students who are identified as having special needs. He/she will work with the special education assistant to provide support as well. To support the additional administrative needs associated with special education, we will contract with INI schools for our first few years of operation. They will be responsible for completing the needed paperwork associated with state requirements. In year three, when we serve students in grades K-4, an additional special education teacher will be hired. If there is ever a need for additional special education support staff, we will hire staff as needed.

## C. Governance and Management

Global Prep's founding board of directors is a diverse group of community representatives and educational experts who fully support the mission of the school. The members represent broad areas of expertise, including finance, organizational management, law, accounting/auditing, fundraising, philanthropy and community leadership, educational leadership, and business. The founding board will recruit and select additional members in accordance with the Bylaws. Our goal is to have a full board that is representative of the students and families that we serve. Below is a description for each member of the current board of directors that summarizes his or her experience, qualifications, relevant affiliations and what they contribute to the founding group of Global Prep Academy. See ATTACHMENT R for Board Member and School Founder/Principal resumes and memorandums.

### Global Preparatory Academy – Board of Directors

Name	Relevant experience/qualifications/affiliations	Proposed role(s)
<b>Terry Dwyer</b>	Highly successful CEO and senior executive with publishing, consumer, and technology companies. Terry brings technology, management and strategic planning	<b>Board</b>

	<p>experience.</p> <p>Role on Board: Terry will lead the founding board of directors through strategically planning and implementing the support structures around the school. He brings a successful business background to the operational side of the school and understands the importance of engaging strategic partners to achieve our greater mission.</p>	<b>President</b>
<b>Marilyn Leatherman</b>	<p>Educator with more than 30 years experience working in IPS, Washington Township and Pike Township. Throughout her career in education, she has been a Principal, curriculum specialist, turn-around School Coach, and trained mentor.</p> <p>Role on Board: Marilyn brings a great deal of experience working in various capacities within a school and larger district. She has led academic efforts to turn around failing schools, mentored teachers and administrators, built relationships with the broader community to enhance programming in her schools and developed and implemented positive culture and anti-bullying frameworks in schools. As a public school educator, she understands the complexities around school achievement and the importance of innovation to yield high results.</p>	<b>Board Secretary</b>
<b>Bill West</b>	<p>Former Senior VP and COO of Mays Chemical Company, one of the nation's largest minority-owned businesses and one of the nation's largest chemical distributors. He is also a long-time CPA, and currently the President of WestReyna LLC, a consulting practice providing management advisory services to small business.</p> <p>Role on Board: Bill is involved in various community boards and brings his operational board experience as well as successful career in finance and accounting. He has additional experience working with the Latino community and has built partnerships and relationships with diverse communities throughout the city of Indianapolis.</p>	<b>Board Treasurer</b>
<b>Kim Jacobs</b>	<p>Kim Jacobs has 35 years of television experience where she has worked as a documentary producer and writer. Kim's professional awards include four Emmys for documentary programs, the prestigious Indiana Women of Achievement Perhlman Award for distinction in communication and higher education. the Robert West Nicholson Child Advocacy Award, the Indiana Women in Communications "Woman of the Year" award and a Casper Award for</p>	<b>Board Member</b>

	<p>community service.</p> <p>Documentary film producer, writer and former news reporter at WTHR. She has a host of television experiences as well as experience in marketing and public relations.</p> <p><u>Role on Board:</u> Kim is a former member of the Ball State Charter Board and has worked extensively to understand social and educational inequities and what leads to high performance. Her work traveling around the country has produced numerous documentaries including a 2012 documentary on charter schools entitled <i>Outside of the Box</i>. Her experience both researching high performance schools, authorizing schools and work in media relations helps us present our school vision to the community while avoiding the things that cause charter schools to fail.</p>	
<b>Elizabeth Lacy</b>	<p>Partner with Barnes and Thornburg LLP focusing on corporate transactions and general corporate services. She has provided legal advice to various types of companies at different stages in their development for over 20 years. Additionally, she has served as a board member on, or in an advisory capacity to, several community organizations that relate to schools or children programming.</p> <p><u>Role on Board:</u> Elizabeth has extensive experience with start up companies both from a legal and personal position. She has served on the board of a co-op preschool and understands the challenges and legal needs involved with a start up company that serves children. Elizabeth is also an IPS parent who understands the importance of parental and community involvement to build great schools.</p>	<b>Board Member</b>
<b>Azure D.S. Angelov</b>	<p>Ph.D. Associate Professor &amp; Institutional Review Board Chair, University of Indianapolis Visiting Professor of Research, Evaluation, and Development, MSD of Wayne Township. PhD in Special Education with a minor in Multicultural Education, 2006 Dissertation: Power, Families of Color, and Special Education: A Qualitative Examination of Discourse between Families and Professionals in an Urban Setting.</p> <p><u>Role on Board:</u> Addie brings a wealth of experience working in higher education and districts schools in the area of Special Education. She has also served on a charter school board and understands the challenges associated with the running of a charter school. She recently wrote a</p>	<b>Board Member</b>



	book focused on educational marketing and will be extremely useful in our outreach to families and the broader community as we inform the community about dual language and work to enroll families.	
<b>Kevin Hampton</b>	<p>Vice President and Senior Portfolio Manager at The National Bank of Indianapolis. Responsible for the management of equity, fixed income and balanced portfolios. Kevin has considerable experience in equity analysis and portfolio management for personal, charitable, corporate and Employee Retirement Income Security Act (ERISA) clients. Prior to joining Diamond Capital Management in 2000, Kevin spent more than 20 years in the financial services and investment industries of the Trust &amp; Investment Management Division of Merchants Capital Management and subsequently National City Bank.</p> <p><u>Role on Board:</u> Kevin is a committed community advocate working on community center boards and mentoring children in district and charter schools. Kevin brings a strong background in finance which will help us evaluate our school from an operational standpoint.</p>	<b>Board Member</b>
<b>Julio Gonzalez</b>	<p>Educator, has taught in Uruguay, Mexico and the United States. Julio has worked for over 30 years as an interpreter and liaison between the Hispanic and American cultures. He has been a pastor for 24 years. In Indiana, he started a Church from zero and now has a regular attendance of 70 to 80 people on the west side of Indianapolis. The membership of the Church includes people from 9 different countries (Uruguay, El Salvador, Mexico, Colombia, Republica Dominicana, Guatemala, Peru, Honduras and even United States). Julio presently works with the Supreme Court of the State of Indiana as a certified court interpreter.</p> <p><u>Role on Board:</u> Julio brings experience working with the Latino community as an educator, interpreter, pastor and parent. He is deeply invested in the Northwest side of the community and understands the social and educational challenges facing the Latino community.</p>	<b>Board Member</b>

## **Board Recruitment & Selection**

Global Prep will continue to aggressively recruit two to three additional board members who have diverse perspectives, backgrounds, experiences, and expertise. We are specifically working to recruit board members who live and/or work in the identified school community.

## **Board Development**

As a new charter school board, we value the time to create a high functioning board that fully understands the operational aspects of a charter school. In an effort to remain engaged in the governance and operations of Global Prep, the Board will meet monthly and will hold an annual board retreat to address school-wide needs, fundraising and strategic planning.

We are currently working with Board on Track through their free online Webinars. We are considering contracting with them for their expert services and will make a decision as to what tools for board development we will use by July 2015.

**Organizational Structure:** The Board of Directors will be comprised of seven to 15 community, business, and education leaders all committed to improving educational opportunities for underserved children in Indianapolis. The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the principal. The board shall be responsible for governance, policymaking and overseeing implementation of the school's philosophy and mission. As a part of their overall responsibilities, the Board shall solicit input from, and opinions of, the parents and guardians of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The board will operate in accordance with its Articles, Bylaws and applicable Indiana open meetings laws. The board will completely support the mission of the school and will serve because of a strong belief in its goals. Board members will represent a broad area of expertise. The board will meet monthly, with the Chair presiding over meetings. Articles of Incorporation, and Bylaws are attached hereto as Attachment S.

Global Prep Academy is an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501c (3) of the Internal Revenue Code.

**Roles and Responsibilities:** Below is an outline of the major roles and responsibilities of the board, principal, and key personnel of the school.

Board of Directors: The primary responsibility of the board of directors will be to set policies and work with the principal guiding the school. The board will meet on a monthly basis, unless otherwise noted. The responsibilities of the board as further outlined in the Bylaws (see ATTACHEMENT S) include, but are not limited to:

- Establish and maintain, all policies governing the operation of the charter school;

- Create, implement, and monitor an annual strategic plan for the school;
- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation or in the Bylaws;
- Approve all educational, financial, legal, operational, and personnel issues, and work with the principal and staff to implement these policies;
- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines;
- Hold the principal accountable for the academic mission and fiscal practices of the school;
- Approve and monitor management of school liabilities, insurance, and health and safety related matters.
- Approve and monitor the budget and the School's fiscal practices, including the receipt of grants, gifts, and donations;
- Receive and review all financial reports and the yearly financial audit.
- Provide support to the school through fundraising, marketing, and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

The board will be responsible for setting policies consistent with Global Prep's mission, and the Principal will be responsible for carrying out those policies. The Principal will coordinate all school-wide planning and administration that involves the school's professional staff, parents, and community members, and will establish and review the school's educational plans, goals, performance objectives, and major classroom instructional programs.

### **Board Chair**

The Board Chair is the senior volunteer leader of the organization who presides at all meetings of the board and other meetings as required. The Board Chair oversees implementation of board and organizational policies and ensures that appropriate administrative practices are established and maintained. The responsibilities of the Board Chair include but are not limited to:

- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Ensure board activities are in compliance with the state and federal statutes and regulations.

### **Board Vice Chair**

The Board Vice Chair is the secondary volunteer leader of the organization and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

### **Treasurer**

The Treasurer shall maintain oversight of the organization's commitment to its goals and objectives, understand financial accounting for nonprofit organizations, work with the principal

and office manager to ensure that appropriate financial reports are made available to the Board on a timely basis and filed with the appropriate state and federal agencies.

### **Secretary**

The Secretary will be the custodian of the records. The Secretary shall be responsible for all documentation and recording of minutes. He/she will provide the minutes prior to the board meeting for approval.

### **Principal**

The school leader and founder, Mariama Carson, has been in education for the past 18 years. Carson is an award-winning bilingual educator from the Metropolitan School District of Pike Township in Indianapolis, Indiana. Carson has received numerous honors during her career in education, including the \$25,000 Milken National Educator Award, known as the "Oscar" of teaching. In 2013 she received The United Way of Central Indiana's Student Success Grant, valued at \$242,000 to implement school-wide innovative practices designed to enhance student learning at Snacks Crossing Elementary School where she served as principal. In 2014, she received the Mind Trust's highly competitive Education Entrepreneur Fellowship to launch a dual language school. In November, 2014, she received the prestigious "Transformational Educator Award" from Indiana University's School of Education. For the past year, Carson has been traveling throughout the country visiting dual language schools as well as high performing schools to develop the first dual language charter school in the state of Indiana.

The Principal will report to the board and will work with the Dual Language Coach to direct the activities of the teachers and other staff. Responsibilities include but are not limited to:

- Recruit, select, and evaluate all instructional and non-instructional staff;
- Manage instructional and non-instructional staff;
- Coordinate student and teacher programming, including curriculum development;
- Manage everyday operations including crisis management and life safety compliance;
- Maintain school budget records;
- Write, sign, or co-sign all school checks; and
- Serve as the lead person for cultivating community partnerships.

Curriculum. The Principal will be responsible for ensuring the overall curricular policy and the school's mission. The Principal will implement that policy and develop and maintain, with input from teachers, a cohesive K-8 curriculum. The Principal and Dual Language Coach will also be responsible for implementation of the Indiana Academic Standards. Together they will also be responsible for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

Personnel. The Principal and Dual Language Coach will be responsible for staffing.

Budget Allocation and Vendor Selection. The Principal will submit an annual budget to the Board of Directors during the spring of each year. The board must approve the annual budget

each fiscal year and conduct yearly independent financial audits. The Principal will have latitude in determining how funds are best used within certain budget categories and vendor selection.

Purchasing. The Director of Operations, in consultation with the Principal, will be responsible for soliciting bids from various vendors (food services, office supplies, furniture, telecommunications, etc.).

### **Other Key Personnel:**

**Dual Language Coach:** The Dual Language Coach will be bilingual in order to assist with all instructional and community engagement needs. Key responsibilities include:

### **Coaching teachers**

- Support teachers and students using various instructional strategies.
- Model best practices, including teaching through experiential learning, differentiating instruction and using data to guide planning and interventions.
- Ensure that teachers understand how to interpret and use data from partner-language assessments for instructional and program planning.

### **Professional Development**

- Lead professional development efforts.
- Support teachers using the coaching cycle; and stay abreast of latest techniques.
- Demonstrate an eagerness to learn new skills and share experiences with others.

### **Curriculum Development**

- Work closely with the principal and staff to align interdisciplinary curriculum with Indiana State Standards.

### **Parental and Community Engagement**

- Support the development of community partnerships and parental engagement.
- Encourage the use of community resources.
- Work alongside teachers while building relationships with families.
- Organize activities to bring families together to reinforce the cross-cultural goals of the program.
- Maintain solid communication with all community members.

### **Administrative**

- Ensure that school-wide facilities (library, computer lab) have adequate, up-to-date materials in the partner language.
- Support principal with hiring teaching staff.
- Coordinate the selection of assessments in the partner language and manage the analysis of data.

### **Office Manager/Treasurer**

Oversee the ongoing business operations at the school, ensuring implementation and maintenance responsibilities that allow the Principal and instructional staff to focus on instruction. The office manager will work directly with the contracted accountant, custodial services, food services and additional vendors.

### **D. Community Partnerships**

Global Prep Academy believes that thoughtful community partnerships will be a major factor in our success. We have worked to build community partnerships throughout the city and will continue to do so in order to access more resources for our students and families. At Global Prep, we believe building strong ties to the community we serve will help both promote parental involvement and student retention. In addition to teaching children, we aspire to be a community resource for our families to receive support that they need outside of school. Listed below are our identified community partners. In the coming year we will continue to develop our list of community partners to include business owners in the community as well as faith based leaders.

ATTACHMENT U includes letters of support from existing organizations and their willingness to support Global Prep Academy.

\*Indiana University Purdue University Indianapolis

\* La Plaza

\*Indiana Latino Institute

\*Lafayette Square Coalition

\*Indianapolis Museum of Art

\*Eskenazi Health

\*Indianapolis Marion County Public Library

\*The Mind Trust

\*Shalom Healthcare

## **E. Fiscal controls and Financial Management Policies**

It is the responsibility of the Board of Directors to formulate financial policies and review financial operations and activities on a periodic basis.

The Board delegates this oversight responsibility to the Treasurer of the Board and the Finance Committee of which the Treasurer is the Chair. This responsibility is shared through delegation with the Principal of Global Prep. The Principal of Global Prep acts as the primary fiscal agent, implementing all financial policies and procedures. The principal with oversight of The Finance Committee is responsible for the coordination of the following: Annual budget presentation, management of grants and other funding sources, selection of an accountant and the outside auditors, and approving revenue and expenditure objectives in accordance with the Board approved long-term plans.

Global Prep will employ an office manager/treasurer to perform the day-to-day accounting operations. The office manager/treasurer with oversight by the Finance Committee has the day-to-day operations responsibility for managing school's funds, ensuring the accuracy of the accounting records, internal controls, financial objectives and policies, financial statement preparation, and bank reconciliation review and approval.

**Payroll:** Global Prep will utilize a third party service provider to administer payroll and ensure we are making accurate and timely remittances of payroll taxes and pension contributions.

We will utilize an accounting software package to facilitate fiscal operations. The principal will have responsibility for authorizing the procurement of goods and/or services, signing and issuing checks, and ensuring the accuracy of financial reports. The office manager/treasurer will process purchases (credit card, check, reimbursement) and invoices, record checks in the general ledger and in cash disbursement journals, perform month-end reconciliation procedures. Income statements and cash flow are reviewed monthly against the school budget with any concerns identified and addressed immediately. Our office manager/treasurer will work directly with our contracted accountant to provide financial reports to the board of directors monthly.

**Annual Independent Audit:** Global Prep will be audited annually by an independent certified public accounting firm based on the guidelines applicable to public charter schools. The audit will be conducted using generally accepted accounting principles applicable to the school. The audit will, at a minimum: test the accuracy of the school's financial statements, examine revenue related data collection and reporting practices and examine the school's internal controls. The audit will be submitted to the board of directors for review and response and/or approval. Copies of the audit will then be submitted to the Mayor's Office within 180 days of the end of the fiscal year, and in no case later than December 15 of each year.

## **Annual Budget**

The budget will be presented in a summary format that is understandable by any layperson. It will describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. When budgeting for any enterprise funds, Global Prep will use the full accrual basis of accounting.

The principal, office manager and accounting consultant will have overall responsibility for annual budget preparation, budget presentation and budget administration that shall comply with federal and state law. The Board will approve a proposed budget on or before May 1 of each fiscal year and after notice in accordance with applicable Open Meetings requirements. The Board will officially adopt the budget and an accompanying appropriations resolution prior to the end of the fiscal year.

After adoption of the budget, the Board may review and change the budget with respect to both revenues and expenditures at any time after 30-day notice is provided. If money for a specific purpose becomes available to meet a contingency, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

Unencumbered moneys will not be transferred from one fund to another unless authorized in advance by the Board. When a contingency occurs, the Board, by adoption of a resolution, may transfer any unencumbered monies from the contingency reserve account, which is within the general fund, to any other fund or function.

## **Fundraising**

We have created our conservative budget utilizing per pupil funding. In order to prepare for unforeseen circumstances that many charter schools face, we will maintain a healthy cash reserve of at least \$100,000 at the end of each year. The principal and board of directors will lead these efforts to secure unrestricted funds by applying for grants and soliciting donations from local foundations and individuals.

## **Contracting Services**

Global Prep intends to thoroughly evaluate our options when establishing our business services structure. While our preference is to do as much of our business management in-house as possible, we may contract for certain services.

In our initial planning, our office manager/treasurer will carry out the day-to-day accounting functions. The office manager will be responsible for managing payroll with the assistance of a third-party service provider, writing checks, interfacing with vendors, and completing other day-to-day duties. An accountant will be under contract with Global Prep and will be supervised by the office manager/treasurer. The financial oversight services would include monthly financial statement preparation, budget development and monitoring, reporting to the Board, preparation of the chart of accounts, reporting formats, accounts payable processing, cash receipts input,



journal entries for general ledger, Form 1099 reporting, Form 5500 reporting, and Form 990 reporting as well as bank reconciliations. authorizer, and other regulatory bodies, and ongoing advice to school leadership.

As we identify and hire staff, we will make sure we contract for appropriate services to make best use of the talent we have on-site.

## **F. Budget and Financial Matters**

Budget projections for the first five years of the school's operation are found in the accompanying document along with the first-year cash flow analysis. Outlined budget assumptions can be found in ATTACHMENT Y.

## **G. Facility**

Our board is currently working to secure a facility on the northwest side of Indianapolis in the International Marketplace. We are in talks with IPS around possibly collocating in one of their underutilized buildings. We should have more information on our facility in the coming months.

Housing our program in an existing school would allow us access to common areas needed for programming. These areas include the use of the cafeteria, gymnasium, playground and outdoor space, and restrooms. In our first year, we also will need 10 regular education classrooms, two classrooms for enrichment classes and an area that could be used as an office area. IPS is aware of our specific facilities needs as outlined above and is identifying possible facilities with these needs in mind.

## **H. Transportation**

We are committed to implementing a transportation plan that ensures the school is open and accessible to all students. We intend to be located in an underserved neighborhood where the majority of our students will reside within a three-mile radius of the school. We anticipate that a majority of students will be able to walk to the school or be driven to the school by a parent/guardian. To provide adequate access to our families, we will establish satellite bus stop locations for students residing more than one mile from the school. We will evaluate the location for these stops based on high student enrollment areas and contract with a private bussing company to provide transportation to students in accordance with the set policies of the board.

## **I. Risk Management**

At Global Prep, we believe that providing a safe learning environment is of the utmost importance and a fundamental value for all stakeholders of the school. For any environment to remain safe, we must plan proactively for any negative occurrences. In preparation for the opening of school the following plans will be created and provided in our staff handbook.

- Fire
- Tornado
- Intruder – internal and external lockdown
- Emergency Evacuation

To that end, Global Prep will maintain an adequate insurance program to protect the school against loss which may occur due to the many normal and usual hazards which a school faces and to carry additional insurance, when needed, to protect the school against specific and unusual hazards which may be incurred, from time to time, in the various operations of the school. The insurance program shall include, but not be limited to:

1. Fire and Damage Insurance (building and equipment).
2. Fire and Property Damage Insurance (buses and automotive vehicles).
3. Workers Compensation Insurance.
4. Fidelity Bond Insurance.
5. Liability Insurance.

The Board reserves the right to remove an agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

### **Nondiscrimination in District Programs and Activities**

- Claims and Actions Against the District
- Nondiscrimination in Employment
- Sexual Harassment
- Publication or Creation of Materials
- Work-Related Injuries
- Employee Security
- Child Abuse Reporting Procedures
- Nondiscrimination/Harassment
- Sexual Harassment
- Legal Protection

A quote for risk management insurance is located in ATTACHMENT V.

## J. Timeline

### Timeline June 2015 – August 2016

Preparing to open Global Prep Academy will require our team to tackle many large and small tasks. Of the work that must be completed, there are three core areas that are the most important to the educational programming of the school.

#### 1. Community Engagement and Awareness about Global Prep and Dual Language instruction.

- a. Local & Business Community - We will work to engage the community through faith leaders, city businesses, health care facilities, neighborhood groups, community centers, apartment complexes and area businesses. We will participate in community fairs and rallies in an effort to make community members aware of the opening of a dual language school. By proactively engaging the business community early on, we hope to increase resources and funding for the school in the inaugural and subsequent years.
- b. Families – We will engage families to share information about dual language instruction and specific information about Global Prep Academy. We will also focus on obtaining information from families about their needs and soliciting recommendations for the school. We want our families to partner with us as we put together the fine details for a school that truly embodies parental engagement.

#### 2. Staff Recruitment and Professional Development

- a. In an effort to recruit the highest quality staff members, we already have begun the recruitment process. We have been meeting with potential staff members who have expressed an interest in the program. We have also connected with local universities to recruit recent bilingual graduates who are currently working in Indianapolis. While we will work to recruit in the city, we will also extend our search nationwide. We are working to create partnerships internationally with universities in Mexico and Central America as a potential pipeline for teachers as well as an opportunity to provide our future English speaking staff with true immersion opportunities abroad. We recognize that finding highly qualified bilingual teachers will present a greater challenge than native English speaking teachers, thus our need to begin heavy recruitment now.
- b. In order for the Global Prep team to bring the mission to life, professional development will be needed for all staff members. While professional development will continue once the school year is underway, curriculum development, cultural norming and relationship building must begin prior to the start of school.

#### 3. Student Recruitment and Continual Engagement

- a. We will begin to recruit students this summer through summer camps (July 2015). We will do demonstration lessons at local camps and meet parents at afternoon pick-up times to provide additional information about our school. Our website will also be bilingual and fully accessible allowing families to get additional information online.
- b. Preschool recruitment – Kindergarten is the optimal time for students to enroll in Global Prep. We will work with local preschools beginning in the fall of 2015 to provide demonstration lessons for students allowing the staff in area preschools to

have the information which can be shared with families. We will also meet with parents at afternoon pick-up time to provide information and answer questions. We will spend time ensuring that parents understand the program, ask questions, and ultimately enroll their child or children.

- c. Church and Community center recruitment – We will provide demonstration lessons for families and children in area churches before and after weekly Bible Studies and other structured programs. It is important for families to have some experience with dual language so they fully understand the power and possibility of learning in another language.
- d. Continued Engagement – Once students are enrolled in our school, we will continue to keep families engaged in Global Prep by hosting events and programs throughout the year. We recognize that in order for families to commit to the school and arrive on the first day, they must feel invested and connected to the school even prior to the formal start of the school year.

ATTACHMENT W details some of the things that we will do to engage the community as well as recruit staff and students. As we become more aware of community events, we will plan to attend. Once staff members are hired, they will be a part of recruitment and engagement efforts.

### **Additional Start-up Considerations**

In addition to our plans for community engagement and student and staff recruitment, we recognize that there are considerations related to school start-up. Start-up tasks related to the business and infrastructure aspects of our operation are detailed in ATTACHMENT W.

### **Summer Institute**

It is vitally important to plan for the onboarding of new staff. We will pay close attention to building a positive culture that allows our staff and students to thrive and achieve at high levels. We recognize that each staff member comes with a culture of experiences from school, both positive and negative and as we build a new culture, we must pay careful attention to building it out with precision.

In order to prepare our staff to provide the best dual language program to students, our staff must fully embrace and understand dual language instruction and the mission of Global Prep Academy. We will begin with a focus on building a positive culture centered upon building relationships and a safe environment where every person can grow fully as learners and educational leaders. Our professional development plans for the summer institute and throughout our developing years will be structured upon three pillars:

1. Building a positive culture and community
2. Providing effective instruction
3. Using data to drive instruction

ATTACHMENT X details our professional development plans for our 5-week Summer Institute for staff.

## Summary of Strengths

At Global Prep, we believe that in order to prepare students adequately for the 21<sup>st</sup> century global society, we must enhance the educational options available to them. The inequities in education are clear when one looks at the performance of Latino and African-American students. Both ethnic groups lag significantly behind their white peers. According to the NAEP test of 12<sup>th</sup> graders across the nation (2013) Latinos and African-Americans scored on average two grade levels below their white counterparts and despite the gains that have been made over the past decades, the gap that exists today is the same as it was in 1990. We cannot continue to educate students just as we have in the past knowing the obvious outcomes. In 2020, 15% of those graduating from high school in Indiana will be Latinos. Through dual language, all students regardless of their ethnicity have an increased opportunity to succeed as we leverage the language and culture that students bring to school. Bilingual programs are associated with improved self-esteem and cross-cultural attitudes (Cazabon et al, 1998; Kirk Senesac, 2002; Lindholm, 1994; Lindholm-Leary, 2001; Lindholm-Leary & Borsato, 2001) two things are critically important for success both in and outside of the classroom.

The research shows that students who develop bilingual and biliteracy have increased brain dexterity as well as increased creative and abstract thinking skills (Cummins, 2006). Additionally students who are educated in a bilingual environment outperform their monolingual peers (Dorner, 2011, Howard et al. 2003, p. 24).

We want our students to see themselves what they are learning and we build our curriculum around the Indiana standards with a focus on making the learning relevant. While dual language is the medium for how we teach students, the power of the education they receive comes from our curricular approach.

**Interdisciplinary instruction**– Curricular standards are interwoven through student-centered themes that connect the content taught in all subjects with literacy as the glue pulling it all together.

**Experiential Learning** – Curriculum is made relevant by the students’ learning experiences. We value a “hands on” approach, which allows students to learn by doing and not simply by listening to the teacher.

**Extended day** - Each day, students receive individualized learning for 50 minutes. Teachers use formal and informal data to work with students in small groups to remediate or provide enrichment.

**Parental Engagement** – Our parents are our partners in educating the whole child. We recognize parents as their child’s first teacher and work together to insure that our students soar socially and academically.

Global Preparatory Academy will be an answer to the question that has long plagued our community. Why do we continue to educate students in a manner that does not lead to increased achievement and the closing of the achievement gap? Over 40 decades of research conducted in dual language programs across the nation validates our approach to nurture, empower and educate students who have long been underserved.

# ATTACHMENTS

## ATTACHMENT A

### Dual Language Stand Goals

Like all educational programs, dual language programs today are strongly influenced by the provisions of the No Child Left Behind Act (NCLB, U.S. Department of Education, 2001). The key components of this legislation were taken into consideration during the creation of this document. The *Guiding Principles* reflect NCLB requirements such as annual achievement objectives for all students, including English language learners; annual testing of all students in Grades three through eight; alignment of curriculum with state standards; research-based teaching practices; whole-school reform driven by student outcome data; and whole-staff commitment to the continuous improvement of student outcomes. By helping English language learners and native English speakers achieve high standards in English and another language, dual language programs can be an effective tool for schools and districts seeking to achieve NCLB goals. (Linholt-Leary, San Jose State: Center for Applied Linguistics)

The Strand and principles for effective dual language programming are detailed below and will be used to guide our program creation, and programming implementation with fidelity.

#### Dual Language Program Essentials

<b>STRAND 1</b>	<b><i>Assessment and Accountability</i></b>
Principle 1	The program creates and maintains an infrastructure that supports an accountability process.
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.
<b>STRAND 2</b>	<b><i>Curriculum</i></b>
Principle 1	The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
Principle 2	The program has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.
<b>STRAND 3</b>	<b><i>Instruction</i></b>
Principle 1	Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual and multicultural learning environment.
<b>STRAND 4</b>	<b><i>Staff Quality and Professional Development</i></b>
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resource support for professional development.
Principle 4	The program collaborates with other groups and institutions to ensure staff quality.

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Available online as a free PDF, the *Guiding Principles* can be found at [www.cal.org/twi/guidingprinciples.htm](http://www.cal.org/twi/guidingprinciples.htm).

## Dual Language Program Essentials

STRAND 5	
Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

STRAND 6	<i>Family and Community</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.					
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.					
Principle 3	The program views and involves parents and community members as strategic partners.					

STRAND 7	<i>Support and Resources</i>
Principle 1	The program is supported by all program and school staff.
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the school.

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Available online as a free PDF, the *Guiding Principles* can be found at [www.cal.org/twi/guidingprinciples.htm](http://www.cal.org/twi/guidingprinciples.htm).



## ATTACHMENT B – Academic and Performance Goals

### Global Preparatory Academy K-8

*Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.*

**Academic Performance Goal #1: 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).**

**Assessment Tools and Measures:** NWEA, and Fountas and Pinnell Running Records assessment

**Attachments:** NWEA Norm Reference Chart and Fountas and Pinnell Annual Reading Targets (see ATTACHMENT G)

**Rationale for Goal and Measures:** Mastery of grade-level reading is essential for students to excel in high school, college, and beyond. Additionally, this goal is inline with our mission to educate students to be biliterate.

**Assessment Reliability and Scoring Consistency:** N/A

**Baseline Data:** We will assess students at the start of each school year to collect baseline data.

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	More than 80 % of students will demonstrate at least one year's reading growth in both their native language (L1).  <i>In year 1, students will only receive reading instruction in their native language.</i>	80% of students will demonstrate at least one year's reading growth in both their native language (L1).  <i>In year 1, students will only receive reading instruction in their native language.</i>	At least 75% of students will demonstrate at least one year's reading growth in both their native language (L1).  <i>In year 1, students will only receive reading instruction in their native language.</i>	Less than 75% of students will demonstrate at least one year's reading growth in both their native language (L1).  <i>In year 1, students will only receive reading instruction in their native language.</i>
2	2017-2018	More than 85% of students will demonstrate at least	85% of students will demonstrate at least one year's reading	At least 80% of students will demonstrate at least	Less than 80% of students will demonstrate at least

		one year's reading growth in both their native language (L1).	growth in both their native language (L1).	one year's reading growth in both their native language (L1).	one year's reading growth in both their native language (L1).
3	2018-2019	More than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	70% - 79% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 70% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
4	2019-2020	More than 85% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 85% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 84% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
5	2020-2021	More than 88% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 88% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 87% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
6	2021-2022	More than 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 89% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).

## Global Preparatory Academy K-8

*Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.*

**Academic Performance Goal #2** – Annually, 90% of students will demonstrate grade level written proficiency in their native language.

**Assessment Tools and Measures:** 6+1 Writing Traits Rubric (see grade level assessment focus)

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
Ideas	Ideas	Ideas	Ideas	Ideas
Organization	Organization	Organization	Organization	Organization
*Conventions	*Conventions	Voice	Voice	Voice
	Presentation	*Conventions	Word Choice	Word Choice
		Presentation	*Conventions	Sentence Fluency
			Presentation	*Conventions
				Presentation

**Attachments:** 6+1 Traits Rubric & Literacy Squared Rubric

**Rationale for Goal and Measures:** High development of writing in a second language is directly connected to the development of bilingualism and biliteracy.

**Baseline Data:** Writing Sample (beginning of the year)

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	More than 70% of students will demonstrate grade level written proficiency in their native language.	70% of students will demonstrate grade level proficiency in their native language.	At least 65% of students will demonstrate grade level written proficiency in their native language.	Less than 65% of students will demonstrate grade level written proficiency in their native language.
2	2017-2018	More than 70% of students will demonstrate grade level written proficiency in	70% of students will demonstrate grade level proficiency in	At least 65 % of students will demonstrate grade level written proficiency	Less than 65% of students will demonstrate grade level written proficiency in their

		their native language.	their native language.	in their native language.	native language.
3	2018-2019	More than 75% of students will demonstrate grade level written proficiency in their native language.	75% of students will demonstrate grade level proficiency in their native language.	At least 68 % of students will demonstrate grade level written proficiency in their native language.	Less than 68% of students will demonstrate grade level written proficiency in their native language.
4	2019-2020	More than 80% of students will demonstrate grade level written proficiency in their native language..	80% of students will demonstrate grade level proficiency in their native language.	At least 70 % of students will demonstrate grade level written proficiency in their native language.	Less than 70% of students will demonstrate grade level written proficiency in their native language.
5	2020-2021	More than 90% of students will demonstrate grade level written proficiency in their native language.	90% of students will demonstrate grade level proficiency in their native language.	At least 80 % of students will demonstrate grade level written proficiency in their native language.	Less than 80% of students will demonstrate grade level written proficiency in their native language.
6	2021-2022	More than 90% of students will demonstrate grade level written proficiency in their native language.	90% of students will demonstrate grade level proficiency in their native language.	At least 80 % of students will demonstrate grade level written proficiency in their native language.	Less than 80% of students will demonstrate grade level written proficiency in their native language..

## Global Preparatory Academy K-8

*Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.*

**Performance Indicators: Academic Performance Goal #3 – Global Prep will maintain a 80% student retention rate.**

**Assessment Tools and Measures:** Student re-enrollment

**Attachments:** N/A

**Rationale for Goal and Measures:** Student retention improves student achievement and supports enrollment goals that ensure adequate funding for the school

**Assessment Reliability and Scoring Consistency:** N/A

**Baseline Data:** Previous year's enrollment

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
2	2017-2018	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
3	2018-2019	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
4	2019-2020	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
5	2020-2021	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
6	2021-2022	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%

## Global Preparatory Academy K-8

*Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.*

**Operational Goal #4** – Global Prep will demonstrate a 95% overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school annually.

**Assessment Tools and Measures:** Parent survey document

**Attachments:** Sample parent survey

**Rationale for Goal and Measures:** In order to fully achieve our mission of graduating students who are bilingual and biliterate, parents must keep students enrolled in the program at least 5 years. Families will only remain in the school if they are satisfied with the education that their child is receiving.

**Assessment Reliability and Scoring Consistency:** N/A

**Baseline Data:** N/A

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	85% of families will have overall satisfaction with the school.	Less than 85% of families will have overall satisfaction with the school.
2	2017-2018	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	90% of families will have overall satisfaction with the school.	Less than 90% of families will have overall satisfaction with the school.
3	2018-2019	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	90% of families will have overall satisfaction with the school.	Less than 90% of families will have overall satisfaction with the school.

4	2019-2020	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	90% of families will have overall satisfaction with the school.	Less than 90% of families will have overall satisfaction with the school.
5	2020-2021	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	90% of families will have overall satisfaction with the school.	Less than 90% of families will have overall satisfaction with the school.
6	2021-2022	More than 95% of families will have overall satisfaction with the school.	95% of families will have overall satisfaction with the school.	90% of families will have overall satisfaction with the school.	Less than 90% of families will have overall satisfaction with the school.

## ATTACHMENT C

### Global Preparatory Academy & IUPUI Partnership Professional Development Plan

#### Goals:

1. Create a curriculum design framework for the dual language program. The framework will infuse important instructional pieces from Project GLAD and the relevant pieces found in the Critical Socio-cultural framework of Equity.  
***Rationale:*** *The framework will help support the teaching team at Global Prep as they create interdisciplinary units that incorporate the needs of dual language learners along with meaningful instructional opportunities that directly impact student learning.*

#### Direct Support

- A. Guiding team through the design of interdisciplinary curriculum development.
  - B. Professional Development
    - a. Curriculum mapping and unit design
    - b. Community mapping
- 
2. Support the development of a strategic parental engagement plan. The plan will be built using the Five levels of Parental Engagement as a guide.  
***Rationale:*** *At Global Prep, we are committed to providing the conditions that allow parents of all socio-economic and ethnic backgrounds to engage fully in their child's education. We recognize that parents must be empowered in order to maximize our partnership.*
- 
3. Professional Development and Coaching  
In order to achieve the first two goals, professional development training and coaching of teachers as they work with our students will be of paramount importance. Listed below are areas of focus for professional development.
    - I. **Cultural Norms** - We will begin by taking the vision of the school and clearly defining how we will live and work as a staff, with students and with the parents.
    - II. **Curriculum and Unit design (see #1)**
    - III. **Six Standards for Effective Pedagogy**- The Six standards focus on how teachers effectively communicate the curriculum to students and provide meaningful ways for students to make relevant meaning from the curriculum.  
The Six standards include:
      1. Joint Productive Activity – Teachers and students produce together
      2. Language and literacy development – Developing language and literacy across the curriculum.



3. Contextualization – Making meaningful connections to students' lives.
4. Challenging Activities – Teaching complex thinking
5. Instructional Conversations – Teaching through conversations
6. Critical Stance – Teaching to transform inequities

### **Implementation Timeline**

March 2015 – Template created for design of curriculum

April 2015 – Create Scope and Sequence for all grade level standards in grades K-2.

May 2015 – Planning session with IUPUI and Global Prep team

July 2015 – (end of month) Mapping of curriculum with GPA team. This process will begin with the IUPUI team but will continue with the GPA team from July – December.

Intended outcomes – DRAFT of yearlong interdisciplinary theme to grade level standards for grades K-2.

January 2016 – Share initial drafts with IUPUI team to plug in professional development dates and modules. Dual Language Coordinator will be on staff at this time.

January 2016 – Curriculum will be chosen and ordered.

April 2016 – Cultural Norming PD process with team of teachers. We expect to have the majority of teachers hired at this time.

May 2016 – Curriculum Mapping and Unit Design. Teachers will play a crucial role in using the created template to create cultural and community connections to enhance the unit designs. Teachers will take the DRAFT units that are created to add in the critical piece, which is the community context: how will these units be directly relevant to our students' communities and lives?

July 2016 – Staff Onboarding – The Global Prep team will focus on preparing to open the school for 4-weeks. The team will be involved in building trainings, community building, home visits, classroom preparation, etc.

Teachers also will receive training from IUPUI delivering instruction to second language learners. (Six Standards)

August 2016 – School Opens

September 2016 – TBD – Professional Development and staff coaching continues

**ATTACHMENT D****Professional Development Implementation Timeline**

<b>Year 1 2016 – 2017</b>	<b>Year 2 2017 – 2018</b>	<b>Year 3 2018 – 2019</b>
*Culture *Dual Language 101/ Second Language Acquisition *Glad Tier 1 *Six Standards 1& 2	*GLAD Tier 2 *Parental Engagement *Authentic Assessment *Six Standards 3& 4	*GLAD Tier 3 *Six Standards 5 & 6
<b>Professional Readings</b>		
<u>Teaching for Biliteracy</u> - Karen Beeman & Cheryl Urow  <u>Bicultural parent engagement: Advocacy and empowerment</u> – Olivos, E. M., Jimenez-Castellanos, O., & Ochoa, A.M.	<u>Strategies for communicating and working with diverse families-</u> Mena, J. Gonzales  <u>Spotlight on Young Children: Supporting Dual Language Learners –</u> Meghan Dombrink-Green & Holly Bohar	<b>TBD</b>

## ATTACHMENT E

### School-Wide Discipline Plan

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. Inappropriate behaviors at Global Prep fall into three categories or levels of offenses. Each level is addressed either by the classroom teacher or the school administration and parents/guardians are made aware of offenses at all levels of our school wide discipline plan:

#### Examples of Level 1 Offenses

Handled by the teacher(s)

Level 1 Offenses	
Not following directions Running in hallways Excessive talking Inappropriate laughing/sneering Derogatory notes/pictures Teasing/put downs Inappropriate language	Eye rolling Interrupting Consistent tardiness Name calling Misuse of materials Wandering Mocking

#### Examples of Level 2 Offenses

- Handled by the teacher and accompanied by parent contact

Level 2 Offenses	
Back talking/arguing Inappropriate gestures/language Taunting Refusing to work	Open defiance Cheating/lying Throwing objects Hitting

#### Examples of Level 3 Offenses

- Handled by PBIS Team
- Parent contact and conference scheduled.

Level 3 Offenses	
Fighting Ethnic slurs Obscene gestures Inappropriate touching Damaging property Direct and willful disobedience of school rules and policies Disruptive clothing Disrespect for authority	Bullying Threatening/taunting Threatening bodily harm Stealing Use of profanity Pulling fire alarm Excessive truancy Harassment, including sexual harassment

In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, its implementing regulations and applicable Indiana state law respecting students with disabilities.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred for consideration of a change in the guidelines.

If a student does not currently have an IEP, but prior to the behavior that is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

### **Suspension and Expulsions**

We recognize that there will likely be students enrolled at Global Prep who struggle to make positive behavior choices. For those students, we will make all efforts to address their behaviors using creative solutions that require students to reflect and make better choices. Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians who retain parental and/or educational rights, detention during and after school hours. We will use out of school suspensions and expulsions as a last resort, when all other disciplinary

actions have been exhausted.

Suspensions and expulsions are enacted to promote learning and protect the safety and well being of all Global Prep students. When student safety is compromised it may be necessary to suspend or expel a student from regular classroom instruction. We will ensure that students and their parents or guardians who retain parental and/or educational rights are notified in writing upon enrollment of all discipline policies and procedures.

A student identified as an individual with disabilities for whom the a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004, or who is qualified for services under Section 504 of the Rehabilitation Act of 1973, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Global Prep will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities.

### **Bus Policy:**

Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

**1<sup>st</sup> incident:** a written warning is issued and signed by parents/guardians

**2<sup>nd</sup> incident:** the student will not be allowed to use the bus for one day

**3<sup>rd</sup> incident:** the student will not be allowed to use the bus for 3-5 days depending on the infraction.

## ATTACHMENT F

READING					
LEARNING OUTCOME	RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS Develop, build, and apply knowledge of foundational reading skills				
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
	K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
					5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
PRINT CONCEPTS	RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories				
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
	K.RF.2.1: Demonstrate understandings that print moves from left to right across the page and from top to bottom.	1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
	K.RF.2.2: Recognize that written words are made up of sequences of letters.	1.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
	K.RF.2.3: Recognize that words are combined to form sentences.	1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.
	K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	1.RF.2.4: Learn and apply knowledge of alphabetical order.	2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	3.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.
					5.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.
PHONOLOGICAL AWARENESS	RF.3: PHONOLOGICAL AWARENESS Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds				
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
	K.RF.3.1: Identify and produce rhyming words.	1.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.
					5.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.

PHONICS	<b>K.RF.3.2:</b> Orally pronounce, blend, and segment words into syllables.	<b>1. RF.3.2:</b> Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<b>2.RF.3.2:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>3.RF.3.2:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4.RF.3.2:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5.RF.3.2:</b> Students are expected to build upon and continue applying concepts learned previously.
	<b>K.RF.3.3:</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	<b>1. RF.3.3:</b> Add, delete, or substitute sounds to change single-syllable words.	<b>2.RF.3.3:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>3.RF.3.3:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4.RF.3.3:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5.RF.3.3:</b> Students are expected to build upon and continue applying concepts learned previously.
	<b>K.RF.3.4:</b> Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	<b>1. RF.3.4:</b> Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<b>2.RF.3.4:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>3.RF.3.4:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4.RF.3.4:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5.RF.3.4:</b> Students are expected to build upon and continue applying concepts learned previously.
	<b>K.RF.3.5:</b> Add, delete, or substitute sounds to change words.	<b>1. RF.3.5:</b> Segment the individual sounds in one-syllable words.	<b>2.RF.3.5:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>3.RF.3.5:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4.RF.3.5:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5.RF.3.5:</b> Students are expected to build upon and continue applying concepts learned previously.
<b>RF.4: PHONICS</b>						
<b>Decode and read words by applying phonics and word analysis skills</b>						
PHONICS	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>K.RF.4.1:</b> Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	<b>1. RF.4.1:</b> Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oi) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<b>2.RF.4.1:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>3.RF.4.1:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4.RF.4.1:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5.RF.4.1:</b> Students are expected to build upon and continue applying concepts learned previously.
	<b>K.RF.4.2:</b> Blend consonant-vowel-consonant (CVC) sounds to make words.	<b>1. RF.4.2:</b> Decode one-syllable words in the major syllable patterns (CVC, CVr, VCe, Cle), independent of context.	<b>2.RF.4.2:</b> Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	<b>3. RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	<b>4. RF.4.2:</b> Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	<b>5. RF.4.2:</b> Students are expected to build upon and continue applying concepts learned previously.
	<b>K.RF.4.3:</b> Recognize the long and short sounds for the five major vowels.	<b>1. RF.4.3:</b> Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.	<b>2. RF.4.3:</b> Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	<b>3. RF.4.3:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>4. RF.4.3:</b> Students are expected to build upon and continue applying concepts learned previously.	<b>5. RF.4.3:</b> Students are expected to build upon and continue applying concepts learned previously.



K.RF.4.4: Read common high-frequency words by sight (e.g., <i>a</i> , <i>my</i> ).	1. RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have</i> , <i>said</i> ).	2. RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through</i> , <i>tough</i> ; <i>Jan.</i> , <i>Fri.</i> ).	3. RF.4.4: Read grade-appropriate words that have blends (e.g., <i>walk</i> , <i>play</i> ) and common spelling patterns (e.g., <i>qu</i> -, <i>doubling</i> – the consonant and adding – <i>ing</i> , such as <i>cut/cutting</i> ; changing the ending of a word from – <i>y</i> to – <i>ies</i> to make a plural).	4.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.
	1. RF.4.5: Read words in common word families (e.g., – <i>at</i> , – <i>ate</i> ).	2. RF.4.5: Know and use common word families when reading unfamiliar words (e.g., – <i>ale</i> , – <i>est</i> , – <i>ine</i> , – <i>ock</i> ).	3. RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., – <i>ight</i> ).	4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.6: Standard begins at first grade.	1. RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look</i> , – <i>ed</i> , – <i>ing</i> , – <i>s</i> , – <i>er</i> , – <i>est</i> ), and simple compound words (e.g., <i>cupcake</i> ) and contractions (e.g., <i>isn't</i> ).	2. RF.4.6: Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's</i> , <i>sisters'</i> ), and compound words.	3. RF.4.6: Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i> ) and possessives (e.g., <i>children's</i> , <i>Dn nis's</i> ).	4. RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.	5. RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.
RF.5: FLUENCY					
Demonstrate accuracy and fluency when reading					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.



READING: Literature

RL.1: LEARNING OUTCOME FOR READING LITERATURE					
Read and comprehend a variety of literature independently and proficiently					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RL.1: Actively engage in group reading activities with purpose and understanding.	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
LEARNING OUTCOME					
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT					
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	1.RL.2.1: Ask and answer questions about main idea and key details in a text.	2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did the story happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.	1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).	1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
K.RL.2.4: Make predictions about what will happen in a story.	1.RL.2.4: Make and confirm predictions about what will happen next in a story.	2.RL.2.4: Make predictions about the content of text using prior knowledge of text features; explaining whether they were confirmed or not confirmed and why.	3.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	4.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	5.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.
KEY IDEAS AND TEXTUAL SUPPORT					

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION					
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, <i>nursery rhymes</i> , storybooks).	1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, <i>nursery rhymes</i> , storybooks).	2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.	1.RL.3.2: Identify who is telling the story at various points in a text.	2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.	4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.
CONNECTION OF IDEAS					
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.	1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	3.RL.4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.

READING: *Nonfiction*

RN.1: LEARNING OUTCOME FOR READING NONFICTION					
Read and comprehend a variety of nonfiction independently and proficiently					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>LEARNING OUTCOME</b> K.RN.1: Actively engage in group reading activities with purpose and understanding.	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
RN.2: KEY IDEAS AND TEXTUAL SUPPORT					
Extract and construct meaning from nonfiction texts using a range of comprehension skills					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>KEY IDEAS AND TEXTUAL SUPPORT</b> K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). K.RN.2.2: With support, retell the main idea and key details of a text. K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text. 1.RN.2.2: Retell main ideas and key details of a text. 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. 2.RN.2.2: Identify the main idea of a multi-paragraph text and the topic of each paragraph. 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

## READING: Vocabulary

RV.1: LEARNING OUTCOME FOR READING VOCABULARY					
Build and apply vocabulary using various strategies and sources					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>K.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>1.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<b>3.RV.1:</b> Build and use accurately general academic, general academic, and content-specific words and phrases.	<b>4.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.	<b>5.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.
RV.2: VOCABULARY BUILDING					
Use strategies to determine and clarify words and understand their relationships					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>K.RV.2.1:</b> Standard begins at first grade.	<b>1.RV.2.1:</b> Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<b>2.RV.2.1:</b> Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	<b>3.RV.2.1:</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<b>4.RV.2.1:</b> Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	<b>5.RV.2.1:</b> Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
<b>K.RV.2.2:</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<b>1.RV.2.2:</b> Define and sort words into categories (e.g., antonyms, living things, synonyms).	<b>2.RV.2.2:</b> Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<b>4.RV.2.2:</b> Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	<b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, antonyms, homonyms, metaphors, similes, and analogies.
<b>K.RV.2.3:</b> Standard begins at sixth grade.	<b>1.RV.2.3:</b> Standard begins at sixth grade.	<b>2.RV.2.3:</b> Standard begins at sixth grade.	<b>3.RV.2.3:</b> Standard begins at sixth grade.	<b>4.RV.2.3:</b> Standard begins at sixth grade.	<b>5.RV.2.3:</b> Standard begins at sixth grade.
<b>K.RV.2.4:</b> Recognize frequently occurring inflections (e.g., look, looks).	<b>1.RV.2.4:</b> Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<b>2.RV.2.4:</b> Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<b>4.RV.2.4:</b> Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	<b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
<b>K.RV.2.5:</b> Standard begins at second grade.	<b>1.RV.2.5:</b> Standard begins at second grade.	<b>2.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<b>4.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	<b>5.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.



RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS					
Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	2.RV.3.1: Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i> ) to provide rhythm and meaning in a story, poem, or song.	3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i> ).	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i> ).	5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i> ).
K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
K.RV.3.3: Standard begins at third grade.	1.RV.3.3: Standard begins at third grade.	2.RV.3.3: Standard begins at third grade.	3.RV.3.3: Recognize the meanings of idioms in context.	4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.	5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.

## WRITING

W.1: LEARNING OUTCOME FOR WRITING					
Write effectively for a variety of tasks, purposes, and audiences					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.W.1: Write for specific purposes and audiences.	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
W.2: HANDWRITING					
Demonstrate the ability to write legibly					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.	5.W.2.1: Students are expected to build upon and continue applying concepts learned previously.
K.W.2.2: Write by moving from left to right and top to bottom.	1.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	2.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	4.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	5.W.2.2: Students are expected to build upon and continue applying concepts learned previously.
W.3: WRITING GENRES					
Develop writing skills by writing for different purposes and to specific audiences or people					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	3.W.3.1 Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	4.W.3.1: Write persuasive compositions in a variety of forms that – • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.	5.W.3.1: Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.

<b>INFORMATIVE</b>	<p><b>K.W.3.2:</b> Use words and pictures to develop a main idea and provide some information about a topic.</p>	<p><b>1.W.3.2:</b> Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>	<p><b>2.W.3.2:</b> Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>• Develop the topic with facts and details.</li> <li>• Connect ideas within categories of information using words and phrases.</li> <li>• Use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>• Provide a concluding statement or section.</li> </ul>	<p><b>4.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Provide an introductory paragraph with a clear main idea.</li> <li>• Provide supporting paragraphs with topic and summary sentences.</li> <li>• Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</li> <li>• Connect ideas using words and phrases.</li> <li>• Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.</li> <li>• Use language and vocabulary appropriate for audience and topic.</li> <li>• Provide a concluding statement or section.</li> </ul>	<p><b>5.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic, organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>• Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</li> <li>• Connect ideas within and across categories using transition words (e.g., therefore, in addition).</li> <li>• Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.</li> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning for effect; and to support a tone and formality appropriate to the topic and audience.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<b>NARRATIVE</b>	<p><b>K.W.3.3:</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	<p><b>1.W.3.3:</b> Develop topics for stories or poems, using precise words to describe characters and actions to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p><b>2.W.3.3:</b> Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>• Include a beginning.</li> <li>• Use temporal words to signal event order (e.g., first of all).</li> <li>• Provide details to describe actions, thoughts, and feelings.</li> <li>• Provide an ending.</li> </ul>	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction (e.g., situation, narrator, characters).</li> <li>• Include specific descriptive details and clear event sequences.</li> <li>• Include dialogue.</li> <li>• Connect ideas and events using introduction and transition words.</li> <li>• Provide an ending.</li> </ul>	<p><b>4.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</li> <li>• Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</li> <li>• Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</li> <li>• Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</li> <li>• Provide an ending that follows the narrated experiences or events.</li> </ul>	<p><b>5.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., describe the setting, establish the situation, and introduce the narrator and/or characters).</li> <li>• Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> </ul> <p>Provide an ending that follows from the narrated experiences or events.</p>

W.4: THE WRITING PROCESS					
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>K.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</li> <li>Use available technology to produce and publish writing.</li> </ul>	<p>1.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, and punctuation); and provide feedback to other writers.</li> <li>Use available technology to publish legible documents.</li> </ul>	<p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li> <li>Use available technology to publish legible documents.</li> </ul>	<p>3.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>Use technology to interact and collaborate with others to publish legible documents.</li> </ul>
STANDARD 5: THE RESEARCH PROCESS					
W.5: Build knowledge about the research process and the topic under study by conducting short research					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>K.W.5: With support, build understanding of a topic using various sources.</p> <ul style="list-style-type: none"> <li>Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</li> </ul>	<p>1.W.5: With support, conduct simple research on a topic.</p> <ul style="list-style-type: none"> <li>Identify several sources of information and indicate the sources.</li> <li>Organize information, using graphic organizers or other aids.</li> <li>Make informal presentations on information gathered.</li> </ul>	<p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>Find information on a topic of interest (e.g., cardinal).</li> <li>Identify various visual and text reference sources.</li> <li>Organize, summarize, and present the information, choosing from a variety of formats.</li> </ul>	<p>3.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</li> <li>Locate information in reference texts, electronic resources, or through interviews.</li> <li>Recognize that some sources may be more reliable than others.</li> <li>Record relevant information in their own words.</li> <li>Present the information, choosing from a variety of formats.</li> </ul>	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>Identify a specific question to address (e.g., what is the history of the Indy 500?).</li> <li>Use organizational features of print and digital sources to efficiently to locate further information.</li> <li>Determine the reliability of the sources.</li> <li>Summarize and organize information in their own words, giving credit to the source.</li> <li>Present the research information, choosing from a variety of formats.</li> </ul>	<p>5.W.5: Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>With support, formulate a research question (e.g., what were John Wooden's greatest contributions to college basketball?).</li> <li>Identify and acquire information through reliable primary and secondary sources.</li> <li>Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</li> <li>Present the research information, choosing from a variety of sources.</li> </ul>



W.6: CONVENTIONS OF STANDARD ENGLISH					
Demonstrate command of the conventions of standard English					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>K.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>1.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>2.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>3.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>4.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>5.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:
<b>K.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	<b>1.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	<b>2.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	<b>3.W.6.1a:</b> Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	<b>4.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	<b>5.W.6.1a:</b> Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.
<b>K.W.6.1b:</b> Verbs – Writing sentences that include verbs.	<b>1.W.6.1b:</b> Verbs – Writing sentences using verbs to convey a sense of past, present, and future.	<b>2.W.6.1b:</b> Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs.	<b>3.W.6.1b:</b> Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<b>4.W.6.1b:</b> Verbs – Writing sentences that use the progressive verb tenses.	<b>5.W.6.1b:</b> Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
<b>K.W.6.1c:</b> Adjectives/Adverbs – Standard begins at second grade.	<b>1.W.6.1c:</b> Adjectives/Adverbs – Standard begins at second grade.	<b>2.W.6.1c:</b> Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.	<b>3.W.6.1c:</b> Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<b>4.W.6.1c:</b> Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	<b>5.W.6.1c:</b> Adjectives/Adverbs – Students are expected to build upon and continue applying conventions learned previously.
<b>K.W.6.1d:</b> Prepositions – Standard begins at fourth grade.	<b>1.W.6.1d:</b> Prepositions – Standard begins at fourth grade.	<b>2.W.6.1d:</b> Prepositions – Standard begins at fourth grade.	<b>3.W.6.1d:</b> Prepositions – Standard begins at fourth grade.	<b>4.W.6.1d:</b> Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	<b>5.W.6.1d:</b> Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
<b>K.W.6.1e:</b> Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	<b>1.W.6.1e:</b> Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>2.W.6.1e:</b> Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<b>3.W.6.1e:</b> Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	<b>4.W.6.1e:</b> Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	<b>5.W.6.1e:</b> Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

GRAMMAR AND USAGE

CAPITALIZATION, PUNCTUATION, AND SPELLING					
<b>K.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<b>1.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: <b>1.W.6.2a: Capitalization –</b> Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i> .	<b>2.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: <b>2.W.6.2a: Capitalization –</b> Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	<b>3.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: <b>3.W.6.2a: Capitalization –</b> Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	<b>4.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: <b>4.W.6.2a: Capitalization –</b> Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	<b>5.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: <b>5.W.6.2a: Capitalization –</b> Applying correct usage of capitalization in writing.
<b>K.W.6.2b: Punctuation –</b> Recognizing and naming end punctuation.	<b>1.W.6.2b: Punctuation –</b> • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series.	<b>2.W.6.2b: Punctuation –</b> • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series.	<b>3.W.6.2b: Punctuation –</b> • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i> ).	<b>4.W.6.2b: Punctuation –</b> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	<b>5.W.6.2b: Punctuation –</b> • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off a words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
<b>K.W.6.2c: Spelling –</b> Spelling simple words phonetically, drawing on phonemic awareness.	<b>1.W.6.2c: Spelling –</b> • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	<b>2.W.6.2c: Spelling –</b> • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., <i>word families</i> ) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	<b>3.W.6.2c: Spelling –</b> • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>meaningful word parts</i> , <i>homophones/ homographs</i> ) in writing single and multi-syllable words.	<b>4.W.6.2c: Spelling –</b> Using spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> , <i>homophones/ homographs</i> ) in writing single and multi-syllable words.	<b>5.W.6.2c: Spelling –</b> Applying correct spelling patterns and generalizations in writing.

SPEAKING AND LISTENING					
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING					
Develop and apply effective communication skills through speaking and active listening					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.	1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
DISCUSSION AND COLLABORATION					
SL.2: DISCUSSION AND COLLABORATION					
Develop and apply reciprocal communication skills by participating in a range of collaborative discussions					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
K.SL.2.2: Standard begins in third grade.	1.SL.2.2: Standard begins in third grade.	2.SL.2.2: Standard begins in third grade.	3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	1.SL.2.3: Listen to others, take turns speaking about the topic and add one's own ideas to group discussions or tasks.	2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topic and text under discussion.	3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.SL.2.3: Establish and follow agreed-upon rules for discussion.
K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
K.SL.2.5: Continue a conversation through multiple exchanges.	1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2.SL.2.5a: Build on others' talk in conversations by linking comments to the remarks of others.	3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.	4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

SL3: COMPREHENSION					
Develop and apply active listening and interpretation skills using various strategies					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy/humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
K.SL.3.2: Ask appropriate questions about what a speaker says.	1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension; gather information, or deepen understanding of a topic or issue.	3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.SL.3.2: Identify and use evidence a speaker provides to support particular points.	5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
SL4: PRESENTATION OF KNOWLEDGE AND IDEAS					
Develop and apply speaking skills to communicate ideas effectively in a variety of situations					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	3.SL.4.1: Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
K.SL.4.2: Standard begins in first grade.	1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
K.SL.4.3: Give, restate, and follow simple two-step directions.	1.SL.4.3: Give and follow three- and four-step directions.	2.SL.4.3: Give and follow multi-step directions.	3.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.	4.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.	5.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.



## READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

### Learning Outcome

- 8.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

### Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

### Structural Elements and Organization

- 8.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



**READING: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

**Learning Outcome**

- 8.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Vocabulary Building**

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

**Vocabulary in Literature and Nonfiction Texts**

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., *verbal irony, puns*) in context.



## WRITING

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience."*

## WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### Learning Outcome

- 8.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

### Handwriting

- 8.W.2** *Students are expected to build upon and continue applying concepts learned previously.*

### Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write arguments in a variety of forms that   
 □ *organize the reasons and evidence logically.*   
 □ *demonstrating an understanding of the topic or text.*   
 □ *reasons, and evidence.*   
 □ *purpose and audience.*   
 □ *research, analysis, and synthesis.*

**8.W.3.2**

Write **informative** compositions in a variety of forms that

• **organize** ideas and information into different categories, related groups, or logical order; include formatting (e.g., *headings*), graphics (e.g., *charts*, *tables*), and multimedia when useful to aiding comprehension.

• **develop** the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

• **choose** language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

• **analyze** the main purpose and audience of the informative presentation.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

**8.W.3.3**

Write **narrative** compositions in a variety of forms that

• **relate** events, actions, and ideas, often in a specific sequential order, and introducing a narrator and/or characters.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

**The Writing Process****8.W.4**

Apply the **writing process** to

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.

• **use** relevant media to enhance the presentation of the topic, using style and media to move the meaning beyond the initial verbal presentation of the ideas and concepts.





### ***The Research Process: Finding, Assessing, Synthesizing, and Reporting Information***

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

□

□

□

□

□

□

### ***Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling***

- 8.W.6.1** Demonstrate command of English grammar and usage, focusing on:

**8.W.6.1a** **Pronouns –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1b** **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

**8.W.6.1c** **Adjectives and Adverbs –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1d** **Phrases and Clauses –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.1e** **Usage –**

*Students are expected to build upon and continue applying conventions learned previously.*

- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

**8.W.6.2a** **Capitalization –**

*Students are expected to build upon and continue applying conventions learned previously.*

**8.W.6.2b** **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

**8.W.6.2c** **Spelling –**

*Students are expected to build upon and continue applying conventions learned previously.*



## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.<sup>iii</sup>*

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

- 8.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

#### **Discussion and Collaboration**

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.2** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

#### **Comprehension**

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of their reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### **Presentation of Knowledge and Ideas**

- 8.SL.4.1** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*

**GRADE 8****READING**

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>1</sup>*

**READING: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

**Learning Outcome**

- 8.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**Key Ideas and Textual Support**

- 8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4** *Students are expected to build upon and continue applying concepts learned previously.*

**Structural Elements and Organization**

- 8.RL.3.1** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RL.3.2** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

**Synthesis and Connection of Ideas**

- 8.RL.4.1** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2** Analyze how works of literature draw on and transform earlier texts.

## **MATHEMATICS: GRADE 5**

*The Mathematics standards for grade 5 are supplemented by the Process Standards for Mathematics.*

The Mathematics standards for grade 5 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 5 should know and be able to do in Mathematics.

### **NUMBER SENSE**

#### **GRADE 5**

- |  |
|--|
| <b>5.NS.1:</b> Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$ , $=$ , and $<$ symbols.  |
| <b>5.NS.2:</b> Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.   |
| <b>5.NS.3:</b> Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.               |
| <b>5.NS.4:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. |
| <b>5.NS.5:</b> Use place value understanding to round decimal numbers up to thousandths to any given place value.  |
| <b>5.NS.6:</b> Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).   |

**ALGEBRAIC THINKING****GRADE 5**

**5.A1.1:** Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

**5.A1.2:** Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.

**5.A1.3:** Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).

**5.A1.4:** Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).

**5.A1.5:** Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).

**5.A1.6:** Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

**5.A1.7:** Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**5.A1.8:** Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

**GEOMETRY**

<b>GRADE 5</b>
<b>5.G.1:</b> Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.
<b>5.G.2:</b> Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.

**MEASUREMENT**

<b>GRADE 5</b>
<b>5.M.1:</b> Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.
<b>5.M.2:</b> Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
<b>5.M.3:</b> Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.
<b>5.M.4:</b> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.
<b>5.M.5:</b> Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.
<b>5.M.6:</b> Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

**DATA ANALYSIS AND STATISTICS**

<b>GRADE 5</b>
<b>5.DS.1:</b> Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
<b>5.DS.2:</b> Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

**COMPUTATION****GRADE 5**

**5.C.1:** Multiply multi-digit whole numbers fluently using a standard algorithmic approach.

**5.C.2:** Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.

**5.C.3:** Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

**5.C.4:** Add and subtract fractions with unlike denominators, including mixed numbers.

**5.C.5:** Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.

**5.C.6:** Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence,  $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying  $a/b$  by 1.

**5.C.7:** Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.

**5.C.8:** Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.

**5.C.9:** Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

## **MATHEMATICS: GRADE 8**

*The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.*

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

### **NUMBER SENSE**

<b>GRADE 8</b>
<b>8.NS.1:</b> Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
<b>8.NS.2:</b> Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
<b>8.NS.3:</b> Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
<b>8.NS.4:</b> Use square root symbols to represent solutions to equations of the form $x^2 = p$ , where $p$ is a positive rational number.

### **COMPUTATION**

<b>GRADE 8</b>
<b>8.C.1:</b> Solve real-world problems with rational numbers by using multiple operations.
<b>8.C.2:</b> Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.



## ALGEBRA AND FUNCTIONS

GRADE 8	
<b>8.AF.1:</b> Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.	
<b>8.AF.2:</b> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).	
<b>8.AF.3:</b> Understand that a function assigns to each $x$ -value (independent variable) exactly one $y$ -value (dependent variable), and that the graph of a function is the set of ordered pairs $(x,y)$ .	
<b>8.AF.4:</b> Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.	
<b>8.AF.5:</b> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	
<b>8.AF.6:</b> Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that $m$ is the slope (rate of change) and $b$ is the $y$ -intercept of the graph, and describe the meaning of each in the context of a problem.	
<b>8.AF.7:</b> Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).	
<b>8.AF.8:</b> Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.	

**GEOMETRY AND MEASUREMENT****GRADE 8**

**8.GM.1:** Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.

**8.GM.2:** Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.

**8.GM.3:** Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.

**8.GM.4:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.

**8.GM.5:** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.

**8.GM.6:** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

**8.GM.7:** Use inductive reasoning to explain the Pythagorean relationship.

**8.GM.8:** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

**8.GM.9:** Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

## DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8	
<b>8.DSP.1:</b>	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
<b>8.DSP.2:</b>	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
<b>8.DSP.3:</b>	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.
<b>8.DSP.4:</b>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
<b>8.DSP.5:</b>	Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
<b>8.DSP.6:</b>	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

## ATTACHMENT G

**Global Preparatory Academy**  
**Science and Social Studies Standards Integration**

*Literacy (reading, writing, speaking, listening) and math will be integrated into the larger themes using an interdisciplinary instructional approach. Brain research has shown that information in our brains is organized in schematic structures. These structures are made up of interconnected bits of information and serve as a framework for the knowledge we acquire. When a learner's knowledge is connected it is much more likely that they will apply the prior knowledge to a wide variety of new situations.*

	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
	<b>Science: Life Science</b> <b>Social Studies: History</b>	<b>Science: Earth and Space</b> <b>Social Studies: Geography</b>	<b>Science: Science, Technology</b> <b>Engineering</b> <b>Social Studies: Economics</b>
<b>Grade K</b>	<u>Science</u> K1.1 Physical science – Senses K.3.1, K.3.2, K.3.3 Compare and contrast plants and animals  <u>Social Studies</u> K.1.1 Families then and now K.1.2 Celebrations, events and holidays K.1.3 Identify and sequence events (i.e first, next, last)	<u>Science</u> K.3.5 Weather and seasons K.2.1, K.2.2 – Night and day  <u>Social Studies</u> K.3.1, K.3.2 Maps and globes K.3.6 Compare and contrast cultures K.3.7 Helping the environment	<u>Science</u> K.1.1, K.1.2 Physical science – sorting, describing, using science tools  <u>Social Studies</u> K.4.2 Different jobs in the community K.4.1 – People work to earn money to buy things
<b>Grade 1</b>	<u>Science</u> 1.3.4, 1.4.3, 1.4.2 Animal habitats creating tools 1.1.1 Use senses to identify the materials from which objects are made. 1.3.2 Living things in the environment 1.3.3 Organisms basic survival needs  <u>Social Studies</u> 1.1.1 Ways people lived then and now 1.1.2 Comparing men, women and ethnic groups and communities 1.1.6 Biographies, oral history, primary sources	<u>Science</u> 1.1.2, 1.1.3 Solids and liquids 1.2.1, 1.2.3 Soil (sand, clay, silt) 1.2.4 Living vs. nonliving things  <u>Social Studies</u> 1.3.1 Mapping – north, south, east, west, creating 1.3.2 Continents and oceans, 1.3.4 Natural resources in the community 1.3.5, 1.3.6 Effects of seasons on land and people	<u>Science</u> 1.4.1 Sort objects based on of natural and manmade resources and their uses. 1.1.1 Use senses to identify the materials from which objects are made.  <u>Social Studies</u> 1.4.4 Goods and services in the school and community 1.4.3 Compare and contrast jobs 1.4.6 Exchanges goods and

Grade 2	1.1.7 timelines		services
	<p><u>Science</u> 2.3.2, 2.3.1 Life cycles of organisms</p> <p><u>Social Studies</u> 2.1.1 Establishment of local community (founders and settlers) 2.1.2 Changes in daily life as then through Primary sources architecture, etc. 2.1.4 – Community celebrations and traditions over time</p>	<p><u>Science</u> 2.2.7, 2.2.9 Seasons and patterns 2.2.1, 2.2.3, 2.2.4, 2.2.5, 2.2.6 Safety and water 2.1.1, 2.1.2 Physical properties of materials change 2.1.5, 2.1.6, 2.1.7 Motion, forces, movement, gravity and magnetism</p> <p><u>Social Studies</u> 2.3.2 Equator, North, South Pole 2.3.3, 2.3.4 Houses compared around the world</p>	<p><u>Science</u> 2.4.2 Parts of the human body as tools 2.4.2 Technology used to meet human needs 2.4.3 Identify needs and design a tool to meet that need</p> <p><u>Social Studies</u> 2.4.1 Productive resources – human, natural and capital 2.4.8 Why people trade goods and services within the community 2.4.7 Workers produce goods and services</p>

Each trimester's theme infuses the social studies stands for history, economics and geography. The civics and government strand is interwoven in the foundation of our school through our leadership curriculum which is built upon democratic principles (see ATTACHMENT M). Through school activities, school-wide community meeting and class circles, we will teach our students how to demonstrate their understanding of democratic principles and practices and what it means to be a productive and positive citizen in their school, community, nation and world. The social studies standards combined with the leadership curriculum is designed to promote an awareness of their potential for leadership at many levels – at home; at school; in the workplace; and in local, state, and national communities.

## **ATTACHMENT H**

### ***Tracking Second Language Progress (reading, writing, speaking and listening)***

**WIDA Can do Descriptors** - The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

The sample shown below is from first and second grades; however, these descriptors are available through 12<sup>th</sup> grade. You will notice that they clearly indicate specific student performances tied directly to the stages of language acquisition. While the "Can Do Descriptors" are not a checklist of performances, they provide a guide for teachers to use when setting expectations and measuring students' growth in the second language. These indicators are not only valuable when gauging student progress or the students whose native language is not English. These same indicators will be used for all students as we expect all students to speak, listen and write proficiently in at least two languages after at least five years in the program.

## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "bigger")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>READING</b>	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____.")</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



## ATTACHMENT I

### NWEA Normative Data

At Global Prep Academy, the MAP assessment will be taken three times a year to track student's progress. It will be administered at the beginning, middle and end of the year. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress (MAP) and its reports, educators can compare class, or grade level performance from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress.

2011 READING NORMS			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
k	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 Math NORMS			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
k	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

## ATTACHMENT J

## Focus On Writing 27

## Literacy Squared Writing Rubric: Grades 1-3

SPANISH SCORE		LEVEL	CATEGORIES & CRITICAL DESCRIPTORS: CONTENT		ENGLISH SCORE		
		7	Superior/Excellent Writing: Creativity that reflects children's literature				
		6	Highly competent Writing: Varying sentence patterns				
		5	Competent Writing: Sense of completeness				
		4	Transitioning Intermediate Writing: More than 2 ideas, main idea discernable, may be incomplete				
		3	Beginning Writing: 2 ideas				
		2	Beginning Writing: 1 idea				
		1	Prewriting: Not readable or incomplete thought. (Also, written in a language other than the prompt.)				
		0	The student did not prepare a sample				
PUNCTUATION			SPELLING				
SPANISH SCORE	LEVEL	DESCRIPTORS: PUNCTUATION	ENGLISH SCORE	SPANISH SCORE	LEVEL	DESCRIPTORS: SPELLING	ENGLISH SCORE
					4	Accurate spelling	
	3	Accurate punctuation			3	Some spelling errors; Mostly correct	
	2	Some punctuation errors; Mostly correct			2	Many spelling errors; Meaning not affected	
	1	Many punctuation errors-meaning not affected, or minimal punctuation used			1	Many spelling errors; Sometimes affects meaning	
	0	Punctuation errors affect meaning, or no punctuation			0	Spelling errors affect meaning	
Common ELD Errors		Bilingual Strategies			Common Grade Level Errors		
		<ul style="list-style-type: none"><li>• Intersentential Code switching (I love my new ropa)</li><li>• Intrasentential code switching (Begins in one language and ends in the other)</li><li>• "" inserted to indicate knowledge that a word is borrowed from another language (vimos el "jellyfish")</li><li>• Bidirectional phonetics transfer (japi/happy)</li><li>• Bidirectional phonetics transfer (The bike of my sister)</li><li>• Other?</li></ul>					



## Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
<b>Ideas &amp; Content</b> <i>☞ main theme</i> <i>☞ supporting details</i>	<ul style="list-style-type: none"> <li>Exceptionally clear, focused, engaging with relevant, strong supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>Clear, focused, interesting ideas with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Evident main idea with some support which may be general or limited</li> </ul>	<ul style="list-style-type: none"> <li>Main idea may be cloudy because supporting detail is too general or even off-topic</li> </ul>	<ul style="list-style-type: none"> <li>Purpose and main idea may be unclear and cluttered by irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>Lacks central idea; development is minimal or non-existent</li> </ul>
<b>Organization</b> <i>☞ structure</i> <i>☞ introduction</i> <i>☞ conclusion</i>	<ul style="list-style-type: none"> <li>Effectively organized in logical and creative manner</li> <li>Creative and engaging intro and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Strong order and structure</li> <li>Inviting intro and satisfying closure</li> </ul>	<ul style="list-style-type: none"> <li>Organization is appropriate, but conventional</li> <li>Attempt at introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Attempts at organization; may be a "list" of events</li> <li>Beginning and ending not developed</li> </ul>	<ul style="list-style-type: none"> <li>Lack of structure; disorganized and hard to follow</li> <li>Missing or weak intro and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Lack of coherence; confusing</li> <li>No identifiable introduction or conclusion</li> </ul>
<b>Voice</b> <i>☞ personality</i> <i>☞ sense of audience</i>	<ul style="list-style-type: none"> <li>Expressive, engaging, sincere</li> <li>Strong sense of audience</li> <li>Shows emotion: humour, honesty, suspense or life</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate to audience and purpose</li> <li>Writer behind the words comes through</li> </ul>	<ul style="list-style-type: none"> <li>Evident commitment to topic</li> <li>Inconsistent or dull personality</li> </ul>	<ul style="list-style-type: none"> <li>Voice may be inappropriate or non-existent</li> <li>Writing may seem mechanical</li> </ul>	<ul style="list-style-type: none"> <li>Writing tends to be flat or stiff</li> <li>Little or no hint of writer behind words</li> </ul>	<ul style="list-style-type: none"> <li>Writing is lifeless</li> <li>No hint of the writer</li> </ul>
<b>Word Choice</b> <i>☞ precision</i> <i>☞ effectiveness</i> <i>☞ imagery</i>	<ul style="list-style-type: none"> <li>Precise, carefully chosen</li> <li>Strong, fresh, vivid images</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive, broad range of words</li> <li>Word choice energizes writing</li> </ul>	<ul style="list-style-type: none"> <li>Language is functional and appropriate</li> <li>Descriptions may be overdone at times</li> </ul>	<ul style="list-style-type: none"> <li>Words may be correct but mundane</li> <li>No attempt at deliberate choice</li> </ul>	<ul style="list-style-type: none"> <li>Monotonous, often repetitious, sometimes inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of words</li> <li>Some vocabulary misused</li> </ul>
<b>Sentence Fluency</b> <i>☞ rhythm, flow</i> <i>☞ variety</i>	<ul style="list-style-type: none"> <li>High degree of craftsmanship</li> <li>Effective variation in sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Easy flow and rhythm</li> <li>Good variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Generally in control</li> <li>Lack variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Some awkward constructions</li> <li>Many similar patterns and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Often choppy</li> <li>Monotonous sentence patterns</li> <li>Frequent run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to follow or read aloud</li> <li>Disjointed, confusing, rambling</li> </ul>
<b>Conventions</b> <i>☞ age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> <li>Exceptionally strong control of standard conventions of writing</li> </ul>	<ul style="list-style-type: none"> <li>Strong control of conventions; errors are few and minor</li> </ul>	<ul style="list-style-type: none"> <li>Control of most writing conventions; occasional errors with high risks</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of conventions; frequent errors do not interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Frequent significant errors may impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors distract the reader and make the text difficult to read</li> </ul>

## ATTACHMENT K

### Equity Framework Planning Tool

#### Curriculum Framework for Equity

Year-long Concept:
Essential Question: HOW...
Unit Concept:

Part 1: Outcomes: What do we want students to know? (Standards listed here from multiple disciplines)
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Social Studies

Science

Language Arts

Mathematics

<p>Specific Examples of Concepts: What do you want your students to know and be able to share with others about their learning? (Standards deconstructed here into child friendly language incorporating desired concepts) Use bullets and simple sentences. For example:</p> <p>Social Studies</p> <ul style="list-style-type: none"> <li>• Families are all different.</li> <li>• Some have grandparents.</li> <li>• Some have a mom.</li> </ul>
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Specific Terms and Vocabulary: What new words do we need to share with students: What might they already know? List. (See Part 3- Prior Knowledge)

Part 2: Assessments: How do we know what students know? How will they show what they know?

Formative (Ongoing) Assessments: How do we know they are learning while they are learning? What multiple techniques can you use?

Useful, Meaningful, and Equitable are from Teemant, Upton, Popcock, Berghoff, Seybold, & Adams (2010) Aiming for Inclusive Learning Communities

Formative Assessment 1:

- Useful to me as a teacher....
- Meaningful to the child...
- Equitable to the child...

Formative Assessment 2:

- Useful to me as a teacher...
- Meaningful to the child...
- Equitable to the child...

Formative Assessment 3:

- Useful to me as a teacher...
- Meaningful to the child...
- Equitable to the child...

Formative Assessment 4:

- Useful to me as a teacher...
- Meaningful to the child...
- Equitable to the child...

Formative Assessment 5:

- Useful to me as a teacher...
- Meaningful to the child...
- Equitable to the child...

Formative Assessment 6:

- Useful to me as a teacher...
- Meaningful to the child...
- Equitable to the child...

Summative Assessment: Performance-Based Assessment (PBA) What authentic product are students creating to show they understand the big idea, essential question, standards, and unit concept? (See Possible PBA & Activities handout)

Name of PBA:

How is PBA developmentally appropriate?

Description of PBA: Consider how it meets Universal Design for Learning (UDL). How can students show what they know in different ways?

Prior to PBA: Create a rubric with student input for assessment.

Offer checklists, peer editing, conferences, etc. for students to self-assess their progress.

Part 3: Path- How do we get there? What meaningful activities, centers or invitations am I planning so all students can learn the big concept, standards, and unit concept?

Relationship Building: How well do you know me? How will you get to know me throughout the year? List multiple activities with a short description.

Activity 1:

Activity 2:

Activity 3:

Prior Knowledge: How do you value what I already know? How can we show this for all to see and refer to throughout our learning? (Refer to Part 1) As a class, create large graphic organizers or anchor charts for multiple concepts. Post in room and continually add new information.

Activity & Topic:

Activity & Topic:

Activity & Topic:

Culturally Responsive Activities: What materials do we use in school that represent me and my culture? What learning activities can I participate in? What products can I create that connect to my learning?

Activity 1: Resources + Activity + Product Created

Activity 2: Resources + Activity + Product Created

Activity 3: Resources + Activity + Product Created

People Society Marginalizes: How can I learn about people society marginalizes? These include society's "isms." See above format.

Activity 1: Resources + Activity + Product Created

Activity 2: Resources + Activity + Product Created

Activity 3: Resources + Activity + Product Created

Relevance: How does this learning relate to my life outside of school? What study trips, guest speakers, or activities could you do to connect school and child's community?

Activity 1: Resource + Activity + Product Created

Activity 2: Resource + Activity + Product Created

Activity 3: Resource + Activity + Product Created

Empowerment: How can I co-create my learning? What are multiple ways I can engage and express my learning? (Student choices offered- also satisfies UDL)

Activity 1: Choice of Resources or Activities or Products Created

Activity 2: Choice of Resources or Activities or Products Created

Activity 3: Choice of Resources or Activities or Products Created

Resources: What primary sources, critical literacy books, informational texts, and websites are you going to use that relate to the big concept, essential question, unit concept, and standards?

Primary Sources: Digital, visual (including the arts and photography), oral, written, and community resources to visit.

Critical Literacy Books: What will you use that connects to Culturally Responsive and People Society Marginalizes?

Informational Texts: What real life books connect with this concept? (Include Photo Essays)



## Curriculum Framework for Equity

Books Written in Spanish to Use:

Big Books:

Fictional Texts:

Music including Poems:

Websites: What websites might students use? What websites might I use?



Curriculum Framework for Equity by Lonni Gill, PhD is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

## ATTACHMENT L

**Grade 2 Lesson Plan**  
**Subject:** Science  
**Language of Instruction:** Spanish

### Student Objectives:

- I can describe the life cycle of plants. 2.3.1
- I can record what I find when reading W.2.7

*Daily lessons are connected in English and Spanish. Objectives of focus during today's reading lesson:*

- *I can find the main idea in a section of nonfiction RI2.2*
- *I can use text features to help me understand nonfiction RI2.*

### Language objectives:

Seed	germination	stems
roots	leaves	flower
pollination		

\*The list of language objectives for today's lesson do not include the vocabulary words that will be intentionally taught and used throughout this plant unit.

### Materials

Growing seed plants  
Seed growth journals  
Pencils  
Plant cycle diagrams (one per student)  
YouTube video on plant growth  
Chart paper and markers (black, red and blue)

### Procedures

#### Anticipatory Set

For the past week, students have been caring for lima bean plants in the classroom. Each day students begin the science lesson by looking at their plants and drawing the growth they observe. To begin the lesson, students will once again review their plants and draw the picture of their plant. Students will work in teams to share their drawings and discuss the changes they have noted. *Native Spanish speaking students are intentionally paired with native English speakers to maximize the two-way oral communication.*

Prior to students sharing, the teacher presents the vocabulary words that students are to use as they discuss their plant's growth. The teacher emphasizes to the students that she wants to hear them talk about their plans in Spanish. The teacher says the language objective words and asks students to explain these words to the class. She checks for their understanding noting what students say when speaking to their partners in Spanish.

The teachers asks students to look at the seeds and pictures and discuss with their partners what was similar and what was different about their seed's growth. Groups must be prepared to share aloud at the end of their time working with a partner.

### **Guided Instruction**

Teacher states the content objective explicitly, “ Today, we will continue learning about change and how things change naturally in our environment. Our focus today will be on learning about the life cycle of a plant. By the end of the lesson, everyone will be expected to describe how plants grow, beginning at the seed stage. I will expect everyone to use to words listed on the science vocabulary chart. Even though the words are written in English and Spanish, remember that in Science class, I want you to speak in Spanish.”

### **Guided Practice**

1. Student teams share the similarities they noted in their seeds and drawings.
2. Teacher passes out a diagram picture illustrating the life cycle of a plant and leads students into a discussion about the stages that plants go through to grow and the stage of their current plant.
2. Using the diagram pictures that students have in front of them, the teachers takes large chart paper and creates a large diagram illustrating the life cycle of a plant. Students tell the teacher what to write down at each level of the diagram. The teacher intentionally asks students if they know the English word for the words listed in the diagram. Both words are put into the chart (in different colors to distinguish between the English and the Spanish).
3. Next, students watch a short YouTube video that further illustrates the life cycle of a plant.
4. The teacher leads the class in discussing what they still would like to know about the life cycle of a plant. She lists the questions that students still have remaining on a chart to be used throughout the unit to guide their learning.

### **Independent Practice/ Assessment**

Once the video has completed, students are given an opportunity to process what they learned. Students are asked to draw their own diagram illustrating the life cycle of a plant. Students are expected to write only in Spanish on their diagrams. Students then will explain in writing the process that takes place from seed to germination. Each step will be listed.

**Relevancy& Leadership** – Today's lesson is tied to our unit on change within our community. We will continue the learning with a community walk tomorrow looking at trees, plants and even weeds outside of the building. We will begin discussing where these plants are within the cycle of development and when is the best time to stop the growth of a plant that may not be “good in the environment”. We want our students to know that plants grow within a cycle and don't just appear and the relationship between plants and humans can be both good and bad.

**English/Spanish Connections-** No subject is taught in isolation at Global Prep. Today's science lesson is connected to the nonfiction reading done in English both in differentiated reading

groups and in teacher read alouds to students. Students are also writing about how things grow and change in Spanish language arts.

**Grade 5 Lesson Plan**  
**Subject:** Social Studies  
**Language of Instruction:** Spanish

**Student Objectives:**

- I can describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. 5.3.8
- I can examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. 5.3.9
- I can review key ideas and draw conclusions after a discussion. SL,5.3

*Objectives of focus during today's reading lesson taught to all students in English.*

- *I can find the main idea in a section of nonfiction RI2.2*
- *I can use text features to help me understand nonfiction RI2.*

**Language Objectives:**

I can understand science and social studies words RI5.4

Opinion	civility	virtues	sit-in
Government	vote	protest	petition
Marching	democracy		

\*The language objectives for today's lesson do not include the vocabulary words that are intentionally taught and used throughout this unit.

**Materials**

Photo cards w/captions

Chart papers

Markers

Leveled reading text

Jigsaw main ideas paper

Assessment – T-chart (learned, want to learn)

**Procedures**

**Anticipatory Set**

Students will begin the lesson seated in a large circle at the carpet. Each student will be given a photograph taken from a variety of civil rights movements across the world. Photographs will include, pictures of movements with short captions to help students understand them. Since Social Studies is taught in Spanish, the captions will be written in Spanish. After 10 minutes of students passing the pictures and silently reading the captions, the teacher will begin the

discussion. Students will be asked what common themes they noticed in the pictures. As they share aloud in Spanish, the teacher will choose a student representative to write down what is said. The generated list will allow all students to come to a shared understanding about the big idea for today's lesson: "All across the world and even in our city, citizens have to voice opinions, monitor government, actively participate in the voting process. Citizens must and stand up to create change if it is needed"

### **Guided Instruction**

Teacher states the content objective explicitly, "Today, we will continue learning about the role of citizens in a democratic society. Our focus today will be on the many ways citizens unite for change. Today we will explore voting and protesting (marching, protesting, sit-in, petitions).

By the end of the lesson, all students will be expected to describe what role we all play in the running of a healthy country and community and how a citizen can demonstrate disagreement to affect positive change.

Before we begin, let's review key vocabulary words that everyone needs to understand and use today in our activities. (see vocabulary listed above). Students will use a vocabulary prediction chart and sketch out and define in pairs what they think each word means. The class will share out their definitions which will then be placed on large chart paper to be referenced by everyone throughout the lesson. All words written will be in Spanish will also have supported illustrations provided by students.

### **Guided Practice**

1. Students will move into small reading groups with leveled text focused on different civil rights movements. There will be 5 different groups and approximately 5 students in a group. Groups will read the text and complete a graphic organizer identifying the main ideas to share about citizens' actions for change.
2. After 20 minutes working in small groups, students will "jigsaw" what they learned by joining with students who read difference text. Within the new groups, students will share their 2-3 main ideas with their new teams and together they will create even broader main ideas.
3. All 5 jigsawed groups will share the big ideas and present them to the entire class.

### **Independent Practice/ Assessment**

Students will complete a T-chart writing what they learned about the role of citizens in government. On one side, students will write what they learned and on the other side they will write what they still want to learn.

**Relevancy & Leadership**— Today's lesson is tied to our unit on change within our community. Our unit focuses on students understanding history and the role citizens play in creating change. We will continue this unit by students reflecting on changes they would like to see in their own communities. Students will work in heterogeneous language groups to identify an issue they see and create a plan to change or improve this issue/problem. It is important for students to understand that through education, one seeks to understand the past in order to impact the future.

**English/Spanish Connections-** No subject is taught in isolation at Global Prep. Today's science lesson will be taught through Spanish but is connected to the nonfiction reading unit focused on civil rights movements across the world. Students will read poetry, historical fiction, and nonfiction texts to understand how individuals take a stand for change. Our mission of preparing students to be global citizens requires us to make certain that students understand the global context within larger themes like civil rights.

## ATTACHMENT M

### Leadership Curriculum

*\*\*Indicates link to Indiana Social Studies or Language Arts Standards*

#### **Student Expectations Early Childhood: Kindergarten-Grade 2**

##### **I. Developing Knowledge of Self and Others**

1. **EC.1 The student will describe himself or herself.**
  1. Identify personal roles in the family, class, and school, such as son or daughter, line leader, citizen.
  2. Describe personal views of self, such as strengths and weaknesses.
  3. \*\* Explore influences on self, such as family and community customs and traditions.
2. **EC.2 The student will describe characteristics of his or her own responsible behavior, such as respect, trustworthiness, caring, and fairness.**
  1. \*\*Identify ways to assume responsibility in the family, class, and school.
  2. Identify ways to help others in the family, class, and school.
3. **EC.3 The student will describe how to work with others.**
  1. \*\*Describe the characteristics of responsible behavior in others, such as respect, trustworthiness, caring, and fairness.
  2. \*\*Discuss roles of responsibility of others in the family, class, and school.

##### **II. Defining Leadership**

4. **EC.4 The student will identify the characteristics of leaders.**
  1. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
  2. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.
5. **EC.5 The student will explore the role of the follower.**
  1. \*\*Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.
  2. \*\*Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive.
6. **EC.6 The student will understand that different settings affect leadership roles.**
  1. \*\*Identify leaders within the family, classroom, and school.
  2. Understand that the student's role as follower or leader may change at different times.
  3. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.

##### **III. Developing Leadership Skills and Practices**

**7. EC.7 The student will communicate effectively in pairs, small groups, teams, and large groups.**

1. \*\*Develop active listening skills and good reading skills.
2. \*\*Share own ideas, both verbally and in writing.
3. \*\*Recognize difference of opinions
4. Provide positive feedback
5. Support other group members to achieve team spirit.

**8. EC.8 The student will identify and practice decision-making skills.**

1. \*\*Recognize problems.
2. \*\*Gather facts for decision making and problem solving.
3. \*\*Make simple decisions.
4. \*\*Manage personal, classroom, and school resources.

**9. EC.9 The student will recognize the importance of setting goals.**

1. Define and set personal short-term goals.
2. Identify long-term goals.
3. Share personal goals.
4. \*\*Discuss the importance of setting goals.

**V. Practicing Leadership through Service**

**10. EC.10 The student will identify his or her community and community needs.**

1. \*\*Name different communities in which people can concurrently hold membership, such as family, class, and school.
2. \*\*Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.
3. \*\*Identify important community needs.

**11. EC.11 The student will explore the concept of citizenship.**

1. \*\*List the roles and responsibilities of a citizen in the family, class, and school.
2. \*\*Recognize that good citizens assume active roles in the family, class, and school.

**12. EC.12 The student will explore the concept of protecting and caring for people and things.**

1. Recognize that good leaders take care of and preserve their family, class, and school communities.
2. Illustrate that respect and caring for others include sharing classroom and school resources.

**13. EC.13 The student will practice leadership through service in a variety of communities.**

1. \*\*Recognize that community needs can be more important than individual benefits.
2. Demonstrate unselfish behavior.
3. \*\*List ways that good leaders care about the needs of others.



## **Student Expectations Elementary School: Grades 3-5**

### **I. Developing Knowledge of Self and Others**

1. **ES.1 The student will examine his or her own self-image.**
  1. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection.
  2. Investigate outside factors that may influence self-image, such as others' opinions in certain situations.
  3. Recognize that self-image may change over time and in different situations.
2. **ES.2 The student will examine his or her own behaviors and how they contribute to group interaction.**
  1. Discuss personal style of interacting effectively with others.
  2. \*\*Predict future leadership roles and steps necessary to achieve them.
3. **ES.3 The student will examine the needs and concerns of others.**
  1. \*\*Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.
  2. \*\*Act as a member of a group to develop a plan for addressing group needs and concerns.

### **II. Defining Leadership**

4. **ES.4 The student will explore the characteristics of leaders.**
  1. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).
  2. \*\*Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.
5. **ES.5 The student will understand the importance of the role of the follower.**
  1. Understand that followers can support and advance the cause of their leaders.
  2. Examine the importance of being an informed follower and the role of flexibility in being a follower.
  3. \*\*Explain the importance of active participation as a follower.
6. **ES.6 The student will understand the role of environment in the process of leadership.**
  1. \*\*Identify the roles of leaders in the family, school, community, state, and nation.
  2. Understand that as situations change, the student's role as follower or leader may change.
  3. Describe the effects of changing situations upon leadership roles in the family, classroom, and school.

### **III. Developing Leadership Skills and Practices**

**ES.7 The student will communicate effectively in pairs, small groups, teams, and large groups.**

1. Listen and read for purpose, meaning, and expression of feeling within a variety of situations.
  2. Share own ideas and feelings both verbally and in writing.
  3. Empathize with others.
  4. Seek resolutions to problems.
  5. Provide and respond appropriately to positive feedback.
  6. Work as a team to communicate and support group projects.
8. **ES.8 The student will enhance and apply decision-making skills.**
    1. Generate alternative solutions to problems.
    2. Describe the consequences of personal decisions.
    3. \*\*Work toward consensus in making group decisions.
    4. \*\*Participate in orderly, organized group processes.
  9. **ES.9 The student will explore long-term goals.**
    1. Recognize that it is possible to have a variety of personal goals.
    2. Review and set new short-term goals on a regular basis.
    3. Set long-term goals.
    4. Evaluate and modify personal goals.

## **V. Practicing Leadership through Service**

10. **ES.10 The student will give examples of community and community needs.**
  1. \*\*Distinguish between the needs and wants of communities within the class, school, locality, and state.
  2. \*\*Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.
  3. \*\*Recognize that compromises, sacrifices, and consequences are part of making community choices.
11. **ES.11 The student will explain the concept of citizenship.**
  1. \*\*Describe the roles and responsibilities of a citizen within the class, school, locality, and state.
  2. \*\*Describe ways in which good citizens assume active roles in the class, school, locality, and state.
12. **ES.12 The student will explain his or her role in protecting and caring for people and things.**
  1. Provide personal examples of protecting and caring for people and things in the class, school, and community.
  2. Investigate ways in which good leaders are concerned about their community.
13. **ES.13 The student will practice leadership through service in a variety of communities.**
  1. \*\*Explain why community needs can be more important than individual benefits.
  2. Give examples of unselfish behavior.
  3. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.

## **Student Expectations Middle School: Grades 6-8**

### **I. Developing Knowledge of Self and Others**

1. **MS.1 The student will explain elements of his or her own self-image.**
  1. Investigate ways in which peers can influence self-image, such as through fashion and social activities.
  2. Explore personal interests, values, and skills.
  3. Examine effects of positive or negative self-image on relationships with others.
2. **MS.2 The student will identify ways in which his or her behaviors influence others.**
  1. Identify influences on one's own ideas and behaviors, such as family, friends, and media.
  2. Identify one's own attitudes and biases toward others, such as admiration or jealousy.
3. **MS.3 The student will identify the interests, values, styles, and behaviors of others.**
  1. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.
  2. \*\*Recognize contributions of people from different backgrounds and experiences.
  3. Create strategies to integrate new members into a group.

### **II. Defining Leadership**

4. **MS.4 The student will examine the characteristics of leaders.**
  1. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, and competence (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
  2. Analyze the effectiveness of leaders according to the traits they demonstrate.
5. **MS.5 The student will understand that the roles and actions of the follower fluctuate.**
  1. Discuss the loyalties of followers and where they place their support.
  2. Learn when and how to question leadership respectfully.
  3. Understand the importance and need to act sometimes as a follower for the good of the group.
  4. Identify situations in which assuming a leadership role is appropriate.
  5. Discuss the concept of civil disobedience.
6. **MS.6 The student will analyze the role of context in the process of leadership.**
  1. Evaluate the roles of leaders in the family, school, community, state, and nation; and in distinct ethnic groups and different world cultures.
  2. Understand that as contexts change, the student's role as follower or leader may change.
  3. Discuss the effects of changing situations upon leadership roles in the family, school, community, state, and nation.

### III. Developing Leadership Skills and Practices

7. **MS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.**
  1. Analyze and interpret purpose, meaning, and expression of feeling within a variety of situations.
  2. Examine one's own ideas and feelings in relation to those of others.
  3. Use effective written, verbal, and nonverbal skills to present information.
  4. Work toward consensus in groups.
  5. Provide and respond positively to constructive criticism.
  6. Demonstrate team-building skills that promote effective communication and project completion.
8. **MS.8 The student will transfer decision-making skills to new tasks.**
  1. Evaluate potential outcomes of a decision.
  2. Consider advice from others when making decisions.
  3. Generate objectives and strategies to make effective decisions.
  4. Monitor and evaluate progress toward accomplishing objectives.
  5. Define and use parliamentary procedure to facilitate decision making.
9. **MS.9 The student will express a personal vision.**
  1. Define *vision*.
  2. Relate personal goals to one's own vision.
  3. Recognize the risks involved in presenting one's personal vision.
  4. Consider the contributions of others to one's own vision.

### IV. Practicing Leadership through Service

10. **MS.10 The student will differentiate among communities and community needs.**
  1. \*\*Compare and contrast the needs of communities within the school, locality, state, and nation.
  2. \*\*Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people.
  3. \*\*Prioritize the needs of a community in terms of opportunities, benefits, and costs.
11. **MS.11 The student will compare and contrast the role of citizens in different communities.**
  1. \*\*Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.
  2. \*\*Select active roles to assume in the class, school, locality, state, and nation.
12. **MS.12 The student will apply the concept of stewardship.**
  1. Define *stewardship*.
  2. \*\*Devise plans to take care of and preserve the school, local, state, and national communities.

3. \*\*Illustrate examples of ways in which good leaders protect their community and its resources.
13. **MS.13 The student will practice leadership through service in a variety of communities.**
1. Decide when community needs are more important than individual benefits.
  2. Illustrate altruistic behavior.
  3. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.

**ATTACHMENT N****Fountas & Pinnell Guided Reading Expectations (native and second language).**

The chart below details grade level reading targets for L1 and L2. Formal reading instruction in the second language will begin for students at 2<sup>nd</sup> grade. In the first year of direct reading instruction in the second language, students will not be expected to read at the same level of proficiency in the 2<sup>nd</sup> language as they do in their native language. Knowing there will be transference of reading skills shifted to the 2<sup>nd</sup> language, this process does take time. Students will not be expected to reach reading proficiency in both languages until they have had at least five years in the dual language program.

	<b>Tri. 1</b> (12 weeks)	<b>Tri. 2</b> (13 weeks)	<b>Tri 3</b> (13 weeks)
<b>Kindergarten</b> (native language)	A-B	B-C	C – D
Second Language (L2)			A-C
<b>1<sup>st</sup> Grade</b>			
Native Language (L1)	E-F	G-H	I – J
Second Language (L2)	B-C	C – D	E-F
<b>2<sup>nd</sup> Grade</b>			
Native language (L1)	J-K	L	M
Second language (L2)	F-H	I-J	J-L
<b>3<sup>rd</sup> Grade</b>			
Native language (L1)	M- N	O	P
Second language (L2)	L-M	M-N	O
<b>4<sup>th</sup> Grade</b>			
Native language (L1)	Q	R	S
Second language (L2)	O-P	Q-R	R-S
<b>5<sup>th</sup> Grade</b>			

Native language (L1)	S	T	U-V
Second language (L2)	S	T	U-V

[http://www.readinga-z.com/updates/raz\\_correlation\\_chart.pdf](http://www.readinga-z.com/updates/raz_correlation_chart.pdf)

\* Concepts of Print – Concepts of print are “the basic understandings of reading” (McKenna & Stahl, 2009). “Concepts of print can be viewed as basic knowledge about how print in general, and books work” (Holdgreve-Resendez, 2010a).

Concepts of print include students’ understanding: Reading from left to right, Reading from top to bottom, The fact that letters and words convey a message, Print is what we read, The “return sweep”, to move from one line to the next, Illustrations in a book correspond to the print, Every book as a front, back, and an author.

**ATTACHMENT O**

*\*\*\*Parent surveys will be provided in both Spanish and English.\*\*\**

**Global Preparatory Academy  
Parent Satisfaction Survey**

What grade level is your child(ren) currently enrolled:

K     1     2     3     4     5     6     7     8

	Very Satisfied	Moderately Satisfied	Satisfied	Moderately Dissatisfied	Very Dissatisfied
1. Overall, how satisfied are you with Global Preparatory Academy?					
2. Quality of education					
3. Communication about dual language program					
4. Communication with parents					
5. Warmth of staff					
6. Communication about child's progress					
7. Support to meet child's needs					
8. Challenge of the work					
9. Homework support					
10. Opportunities for parent participation					
11. Class size					
12. Individual attention given to students					
13. Access to/use of technology					
14. School materials and supplies					
15. Classroom management					
16. Quality of teaching/instruction					
17. Faculty/Staff					
18. Enrollment/admission process					
19. School safety					
20. Length of school day					
21. Length of school year					
22. After school activities					
23. Before and after care programming					
24. Sense of pride students and staff have in school					
25. School facility					



26. Food services					
27. Transportation services					
28. Intercession programming					
	Extremely likely	Very likely	Somewhat likely	Not very likely	Not at all likely
1. How likely are you to return to Global Preparatory next year?					
2. How likely are you to recommend Global Preparatory to friends and family?					

Please provide additional ideas or suggestions for us to best meet the needs of our students, families and community.

**ATTACHMENT P****Global Prep Academy Focus Interviews – Date:** \_\_\_\_\_

Name:		Email:	
Race/Ethnicity			
African- American	Hispanic	Caucasian	Other: _____

1. What makes a great school?
2. Would you consider your children's current school a "great school"? Why or Why not?
3. What things would you change if you could?
4. Do you believe that schools should feel like a "family"? If so, in what ways? If not, please explain.
5. Would a school where students are taught through two languages interest you? Why or why not?
6. Are there any advantages or disadvantages that you could see in a school where two languages are used for instruction?
7. Would you consider sending your child to a charter school? Why are why not?

Additional comments:

8. Will you have a child entering grades K, 1, or 2 in 2016? YES NO  
Grade: \_\_\_\_\_

1. Would you like to receive additional information about the dual language school and program?

YES NO

10. Do you have any specific questions regarding dual language education or the new dual language school?

### **Summary results from Interviews**

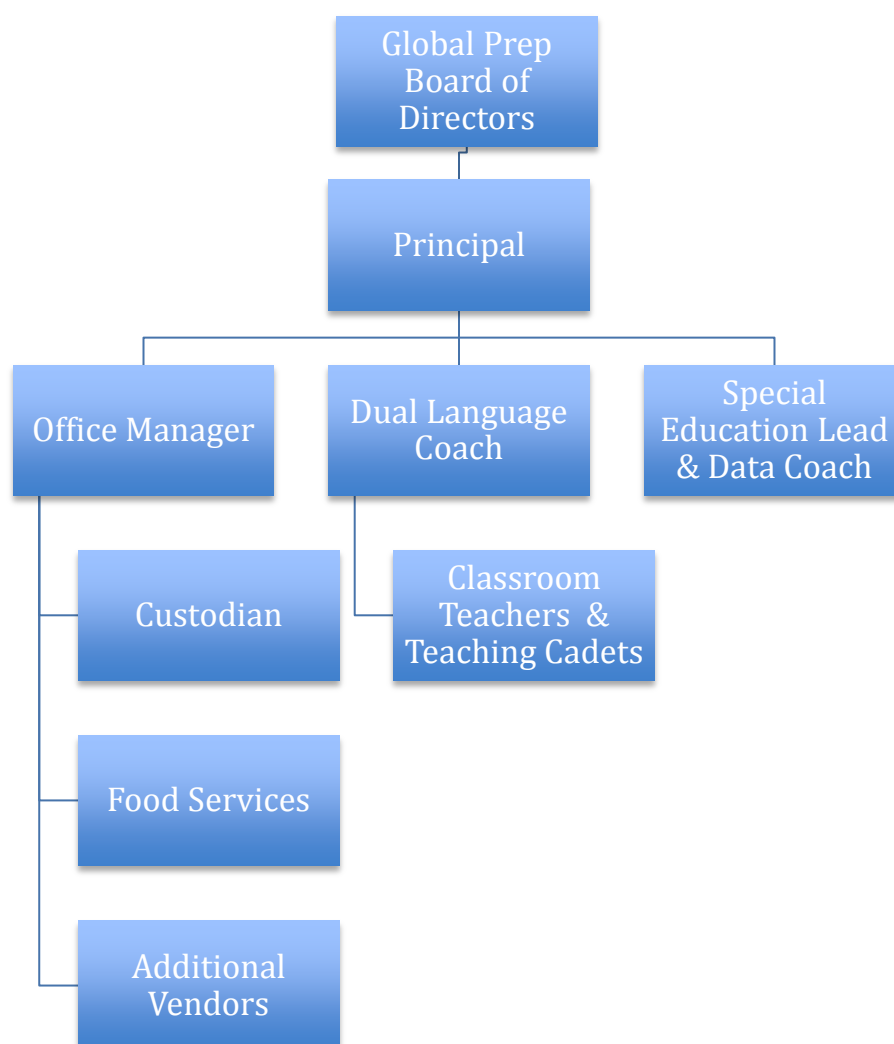
Interview participants were asked to rate the following school components as important, somewhat important or not important. Responses from English speaking, Spanish speaking and families who speak additional languages have been compiled into percentages.

	<b>Important</b>	<b>Somewhat important</b>	<b>Not important</b>
Character education	97%	3%	
Breakfast and lunch provided	70%	9%	21%
Class size	85%	15%	
Uniforms	87%	13%	
After school activities available	81%	13%	6%
Before and after care	80%	8%	12%
Parent involvement expectations	66%	31%	3%
Art, music and PE classes	87%	13%	
Programming for parents	44%	32%	24%
Teachers that are the same race/ethnicity as your child	51%	13%	36%
Distance from your home	83%	17%	
Transportation	83%	17%	
Phone access to teacher/staff after school hours	45%	43%	12%
Homework help	94%	3%	3%

## ATTACHMENT Q

### Organization Chart

Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the majority of their time on supporting instruction. The Board of Directors hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school. The additional administrative positions include the Dual Language Coordinator and the Director of Operations. The Dual Language Coordinator will play a key role in the development of professional development and implementation of the dual language model. He/she will also be an interventionist for students and will support teachers with strategic differentiation as well as support the staff with understanding student data to make strong instructional decisions. The Principal and Dual Language Coordinator will collaborate often in support of the staff and student development. The Director of Operations will be hired to support the school with the business functions and things outside of the instructional capacity. Beginning in the first year the Director of Operations will supervise the office manager, nurse, custodian and food service staff. A business manager will be hired in subsequent years to handle financial



## **ATTACHMENT R – LEADERSHIP**

### **BILL WEST**

**Address: 6271 Brixton Lane Indianapolis, IN 46220**

**Telephone: (317) 443-1749**

INDIANA UNIVERSITY, Indianapolis, Indiana Bachelor of Science in Business Administration, 1976.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California Master of Business Administration, 1979.

CERTIFIED PUBLIC ACCOUNTANT(CPA), 1980.

WESTREYNA LLC, Indianapolis, Indiana President. Consulting practice providing diverse business services to select small and medium-sized businesses  
*2012-Present*

MAYS CHEMICAL COMPANY, Indianapolis, Indiana Interim President: Responsible for all facets of business for one of the Top 20 chemical distributors in the U.S. with gross revenues in 2011 of \$170 million. Also responsible for Latin American operations and global sourcing. Other positions held over 31 years: Controller, VP/CFO, VP Operations, SVP/COO, Executive VP.  
*1981-2012*

CUMMINS ENGINE COMPANY, Columbus, Indiana, and Los Angeles, California. Various financial, accounting, and systems management positions.  
*1976-1978*

ARTHUR ANDERSEN & COMPANY, Los Angeles, California Audit staff in Small Business Division.  
*1979-80*

#### Professional Organizations:

American Institute of CPA's Indiana Society of CPA's National Assn. of Black Accountants National Assn. of Chemical Distributors National Black MBA Association

BILL WEST Page Two

Civic Organizations:

Center for Leadership Development - Vice Chairman, Board of Directors

PACE (Ex-Offender Re-entry Program) – Chairman, Board of Directors

Midstates Minority Supplier Development Council – Advisory Board

United Way - Key Club

USC Marshall School of Business – Dean's Associates

Kappa Alpha Psi Fraternity Consortium for Graduate Study in Management

2. Recruiting-Mentoring Numerous other organizations over the past 35 years

Honors: USC Marshall School of Business Outstanding Alumni Award  
Minority Achievers Award-Center for Leadership

Development S.K. Lacy Executive Leadership Series, 1986-87 USC  
Black Alumni Outstanding Alumnus Award Consortium for Graduate Study in Management (USC)

- Graduate Fellowship

- Eagle Club Leadership Giving Award Golden State Minority Foundation Grant Beta Gamma Sigma National Honor Society USC Board of Governors

Hobbies: Fitness, genealogy, travel

**TERRY DWYER**

425 Breakwater Drive • Fishers, IN 46037 • Mobile: (317) 694-9833 • E-mail:  
[terry@terrydwyer.org](mailto:terry@terrydwyer.org)

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**SENIOR EXECUTIVE**

**Chief Executive Officer / Chief Operating Officer / President**

**Accomplished in driving revenues, growth, profitability, and operational excellence through cultural transformations that are intensely customer focused.**

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- |   |                               |
|---|-------------------------------|
| • Vision, Strategy & Execution          | • Deal Structuring &          |
| Negotiations                            |                               |
| • P&L and Operations Management         | • Sales, Marketing & Business |
| Development                             |                               |
| • Start-up, Turnaround, Growth & Change | • Manufacturing & Production  |
| • Strategic Business & Market Planning  | • Channel Development &       |
| Expansion                               |                               |
| • Efficiency & Productivity Improvement | • Customer Service &          |
| Satisfaction                            |                               |
| • Information Systems & Technology      | • Team Building & Leadership  |

Distinguished 20+ year career is highlighted by consistent achievements in delivering strong financial and operational results. Successful in demanding environments experiencing rapid change through start-up, turnaround, and rapid growth. Results-oriented, customer-focused, and strong leader of people. Extensive experience leading PE and VC backed teams with a high sense of urgency to deliver results. Career highlights:

- **Orchestrated successful turnaround that took an unprofitable company to \$61 million in EBITDA in 4 years.**
- **Grew revenues to an \$8 million run rate within 12 months for a start-up company.**
- **Generated significant growth for a global publishing company – increased annual revenues from \$60 million to \$500 million and drove 20% compounded annual growth in EBITDA in eight years.**
  - **Drove revenues from \$22 million to \$84 million organically and through acquisitions in 30 months in the leading independent publishing company.**
  - **Led the transformation of a SaaS (Software as a Service) company to achieve profitability in 3 years**

## **PROFESSIONAL EXPERIENCE**

**WEBLINK INTERNATIONAL** – Indianapolis, IN  
2010 to Present

### **CHIEF EXECUTIVE OFFICER**

Responsible for 3 year compounded annual revenue growth rate of 24% of this leading, VC-backed Software as a Service (SaaS) company. Responsible for: strategy, finance, operations, marketing, sales, product development and fulfillment. Assumed CEO role from Founder and worked to develop and mentor Founder as a direct report. Upgraded leadership team to drive cultural transformation needed to grow the business. Led two strategy pivots which positioned company for market share growth in a fragmented industry. Drove gross margins from 40% to 71% in 3 years with a 95% customer renewal rate. While achieving 24% CAGR in Revenue, held COGS CAGR to 1% and Operating Expense CAGR to 4% while averaging a cash balance of 3 weeks' cash burn on hand. Achieved profitability in 3 years as CEO. Made divestiture decision on ancillary business and completed exit in 120 days, securing a successor strategic partner relationship and thereby refocusing WebLink singularly on building market share in its core software business.

**AUTHOR SOLUTIONS, INC.** – Indianapolis, IN  
2007 to 2009

### **Senior Vice President, Sales and Marketing**

Senior executive responsible for driving 21% annual organic growth of the leading independent publisher, owned by Bertram Capital, a Private Equity firm. Including 3 acquisitions, annual revenues grew from \$22 mm in 2007 to 2009 revenues of \$85 mm with 20% EBITDA. Responsible for 150 domestic and 1,000 offshore employees with operations in Cebu, Philippines, and Milton Keynes, England. Upgraded the sales and marketing leadership teams to position the company for significant organic growth and manage the integration of 3 acquired companies. Led cultural transformation to leverage people, processes and technology to capture integration synergies.

**MEZZIA, INC.** – Indianapolis, IN  
2005 to 2006

### **Chief Executive Officer**

Recruited by the Board of Directors to position this venture capital backed healthcare software company for sale. The company was the first to deliver Capital Planning & Management Solutions (CPMS) to market in the Software as a Service (SaaS) model.



- **Corporate Transaction** – Identified and evaluated strategic buyers, and structured/negotiated the sale of Mezzia to VFA, Inc. Transitioned all employees, customers and technology to VFA.

**COLUMBIA HOUSE** – Terre Haute, IN / New York, NY / Toronto, ON  
2001 to 2005

### **Chief Operating Officer**

Senior executive officer of this \$1 billion direct marketer of music and video. Led management buyout with Blackstone Group in 2002 and sold Company in 2005 to Bertelsmann, a strategic buyer. Responsibility encompassed all core executive leadership, strategic planning, operating management, manufacturing, distribution, supply chain, customer service and IT functions, with an emphasis on driving an aggressive turnaround of the unprofitable company. Managed 1200+ employees; reported directly to the Chairman. In first 120 days, diagnosed business model issues and operational impediments, moving to establish key priorities for improved customer experience and efficiency gains; gained board approval to proceed with \$20 mm worth of investment initiatives to drive significant cost reductions.

- **Turnaround Leadership** – Built a world-class leadership team and orchestrated turnaround that drove dramatic improvements in operations and took the company to \$61 million in EBITDA.
- **Culture Change** – Transformed the corporate culture change from one of entitlement orientation to each individual employee being accountable for results.
- **Revenue & Profit Growth** – Generated \$35 million in annual incremental revenues by transforming the Contact Center from a cost-center to a revenue channel and customer retention tool, eliminating 100,000 cancellations per year for a \$3 million annual profit impact.
- **Cycle Time & Cost Reduction** – Reduced order cycle time from 18 days to an industry-leading two days and reduced costs by \$80 million through consolidating three plants into one facility.
- **Contact Center Outsourcing** – Generated a \$13 million savings by spearheading a selective outsourcing and off-shoring strategy; leveraged savings to fund investments that improved the customer experience.
- **Corporate Transactions** – Participated in management buyout with The Blackstone Group (2002) and transacted sale to Bertelsmann (2005).

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**Terry Dwyer – Page Two – [terry@terrydwyer.org](mailto:terry@terrydwyer.org)**

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**TELSTREET.COM** – Indianapolis, IN  
1999 to 2000

### **Chief Executive Officer**

Provided strategic, operational and financial leadership for this privately held, web-based retailer of wireless handsets and service programs that became the leader in its market.

- **Start-up Leadership** – Took the business from start-up to full-scale operation. Raised \$17 million in private placement funding, executed business plan, set up business processes and financial reporting systems, and recruited leadership team
- **Revenue Growth** – Grew revenues from start-up to an \$8 million run rate within 12 months.
  - **Transaction** – Sold Company to publicly traded BUY.com.

**AUCTION UNIVERSE.COM** – Yalesville, CT  
1999

**President**

Led this web-based auction business owned by Classified Ventures (a JV of major newspaper companies) and prepared it for eventual sale.

- **Business Strategy** – Steered vision and strategy to transform the company's business model from B2C to B2B, effectively leveraging the company's existing channels.
- **Partnerships** – Negotiated equity partnerships with Clear Channel Radio in the U.S. and with Freeserve in the UK.

**MACMILLAN PUBLISHING** – Indianapolis, IN  
1990 to 1999

**Chief Operating Officer / President, Education & Training Division** (1995 to 1999)  
**Vice President, Sales & Marketing** (1990 to 1995)

Recruited as Vice President of Sales and Marketing of the world's largest reference publisher. Functional accountabilities spanned strategic planning, sales, production, manufacturing, creative, business management, information technology, supply chain and fulfillment functions. Responsible for over 600 employees. Promoted to positions of increased responsibility, including COO of Macmillan and President of the Education and Training Division (\$120 million in revenue).

- **Revenue & Profit Growth** – Increased annual revenues from \$60 million to \$500 million and drove 20% compounded annual growth in EBITDA over an eight-year period.
- **International Sales** – Led an international sales force and grew international revenue from \$15 million to \$100+ million.
- **Channel Expansion** – Captured 30+% compounded annual revenue growth by developing and expanding new distribution and selling channels, with an emphasis on education, government, corporate, and library.

- **Technology Implementation** – Pioneered innovation in the book publishing industry through using EDI and ASN to achieve fulfillment and supply chain improvements to optimize efficiencies from order to cash.

**Early Career:**

- **Regional Director of Sales, Midwest** – Lotus Development Corporation, Cambridge, MA. Continually promoted to become Regional Director with accountability for the growth and revenue performance of a 12-state Midwest region. Generated \$90 million in annual revenues through advancing the sales of desktop and communications software solutions. Led a 70-person team of sales/technical professionals.
- **Senior Consultant** – Deloitte Haskins & Sells, Detroit, MI. Built the consulting practice in Northwest Ohio by developing business with government, manufacturing, and distribution clients. Led entire client engagement cycles, from defining scope of work and negotiating fees, to providing services and producing deliverables.
- **Marketing Representative** – International Business Machines, Inc., Cleveland, OH. Responsible for selling and implementing enterprise solutions, and for the development, management, and maintenance of a large national account. Consistently exceeded revenue goals and gained national/regional recognition.

**EDUCATION / AFFILIATIONS**

- MBA, Marketing – University of Michigan – Ann Arbor, MI
- BA, English – John Carroll University – Cleveland, OH
- Executive Advisory Board Member – Johnson Center for Entrepreneurship & Innovation, Indiana University Kelley School
- Annual Speaker – Johnson Entrepreneur Center, Indiana University Kelley School of Business
- Executive-in-Residence – Indiana Venture Center

**MARILYN LEATHERMAN**  
11670 Diamond Pointe Court  
Indianapolis, Indiana 46236  
(317)371-8123  
[ml7707@aol.com](mailto:ml7707@aol.com)

**EDUCATION:**

**Ball State University –**

Bachelor of Science in Elementary Education  
Masters in Elementary Education

**IUPUI –**

Degree in School Administration

**PROFESSIONAL EXPERIENCES:**

**Teaching –**

Sutton Elementary School in Muncie, Indiana	1967 – 1968
Indianapolis Public Schools in Indianapolis, Indiana	1968 – 1979
	1981 – 1987
Allisonville Elementary School, Indianapolis, Indiana	1997 – 1998

**School Administration Indianapolis Public Schools -**

Instructional Coordinator in Indianapolis Public Schools –	1987 – 1991
Director of Social Studies K – 12	1991 – 1994
Director of Magnet and Options Programs	1994 – 1995
School Based Decision Making Coordinator	1995 – 1996

**School Administrator MSD of Washington Township**

Principal of Allisonville Elementary School 1998 – 2005

**Interim Administrator Positions since retirement in 2005 –**

Acting Vice Principal at Snack's Crossing Elementary School in Pike Township  
Acting Principal at Crooked Creek Elementary School In Washington Township  
Acting Vice Principal at Greenbriar Elementary School In Washington Township  
Acting Instructional Coach at Guion Creek Middle School in Pike Township

**RELATED EDUCATIONAL EXPERIENCES:**

- National Trainer for BullySafe USA – Trained by creator SuEllen Fried
- Currently providing BullySafe trainings and presentations to staffs, parents, and students in Washington Township (4 years) and Pike Township (1 year)
- Presenter at the National Conference for Social Studies in Nashville, Tennessee
- Keynote Speaker for the National Conference for Economic Education in Indianapolis, Indiana
- Organized activities and ongoing educational experiences for children in Nicaragua

- Trained mentor for new administrators

**RELATED EDUCATIONAL ORGANIZATION (CURRENT):**

Active member and past president of Delta Kappa Gamma Society for educators  
Board member of INSPIRED magazine

# KIM HOOD JACOBS

1201 W. 64<sup>th</sup> Street | Indianapolis, IN 46260 | 317.251.3541 | [khjacobs@comcast.net](mailto:khjacobs@comcast.net)

## SKILLS PROFILE

- Kim Hood Jacobs has more than 30 years of experience in television. She is a multiple Emmy Award winning documentary producer and writer. She has also worked as a news anchor, reporter, narrative voice-over talent and as a co-host of the television series *PM Magazine*. Her work is recognized for excellence by the National Academy of Television Arts and Sciences and the Society of Professional Journalists. Many of Kim's productions are in national distribution.

## EMPLOYMENT HISTORY

### Documentary Producer & Writer

1996 — Present

WFYI-TV, Indianapolis

- *Veterans Coming Home*, inspiring stories of local veterans who are using art to help transform their war experiences into hope and healing.
- *The Story of the Jews*, a profile of Rabbi Sandy Sasso who is using art to build interfaith collaborations.
- *A Gathering of Heroes*, following 60 World War II veterans to see their national memorial in Washington. Distributed nationally through American Public Television.
- *Outside the Box*, a documentary about the growing phenomenon of charter schools. Distributed nationally through American Public Television.
- *Lest We Forget*, a profile of a survivor of a brutal Japanese internment camp during World War II who channeled his wartime experience into the creation of inspired art. Distributed nationally through American Public Television.
- *Neighborhood at the Crossroads*, funded by the Annie E. Casey Foundation, is an in-depth look at a struggling Indianapolis urban neighborhood whose residents have banded together to chart a new course. Distributed nationally through American Public Television.
- *Reclaiming the American Dream* profiles new homeowners struggling to buy and hang onto their homes in a tough housing market.
- *Reviving the Spirit*, also funded by the Annie E. Casey Foundation, focuses on an historic African American neighborhood's efforts toward renewal.
- *The Game Changers* follows new teachers participating in a pioneering program to train new science and math teachers from their first days of training through the first year in their classrooms. Distributed

nationally through American Public Television.

- *The National Heritage of Indiana* offers a historical look at man's effect on the Indiana landscape.
- *Together in Peace* tells the story of the creation of the Glick Peace Walk in downtown Indianapolis.

**Anchor, Reporter, Editor**

- *NUVO, Indianapolis, IN*
- *WTHR, Indianapolis, IN*
- *WISH, Indianapolis, IN*
- *WOTV, Grand Rapids, MI*

PROFESSIONAL

- Winner of 6 Emmy Awards and several nominations for documentary work.
- Recipient of the prestigious *Indiana Women of Achievement Perhlman Award* and the *Roberta West Nicholson Child Advocacy Award*, and a *Casper Award* for her 20 years of work on WTHR's adoption feature called *Thursday's Child*.
- Member of National Academy of Television Arts and Sciences
- Kim is a *Kentucky Colonel*, an honor bestowed for her contributions to the National Governor's Association.

PERSONAL

**Azure D.S. Angelov, Ph.D.** Associate Professor & Institutional Review Board Chair, University of Indianapolis Visiting Professor of Research, Evaluation, and Development, MSD of Wayne Township 317-691-5347 adsangelov@gmail.com Twitter: @adsmiley1 Skype: addie.smiley

## Education

*Indiana University*, Bloomington, IN PhD in Special Education with a minor in Multicultural Education, 2006 Dissertation: Power, Families of Color, and Special Education: A Qualitative Examination of Discourse between Families and Professionals in an Urban Setting

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*Butler University*, Indianapolis, IN MS in Effective Teaching with a concentration in the Emotional Behaviors of Children, Master's Thesis: Parental Communication Through the use of Electronic Mail

*Marian College*, Indianapolis, IN BA in Elementary Education with a minor in Mild Disabilities,

*State of Indiana*

Teacher's License #1448872, General Elementary 1-6 7/8 Non Depart, Mild Disabilities K-12 Seriously Emotionally Handicapped K-12

## Professional Experience

2000

1998 Expires 2023

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*University of Indianapolis*, Associate Professor Aug 2006-Present Responsible for creation and implementation of EDUC 365/371 Special Needs in the Secondary Classroom (The Lynhurst Experience), EDUC 272/572 Teaching Learners with Mild Disabilities, EDUC 290 Teaching in a Diverse Society, EDUC 374 Families and Collaboration, EDUC 385 Positive Behavior Supports for Classroom Management, Spring Term Cross Cultural Experience in Barbados, special education support for Masters in Arts in Teaching program, EDUC 601 Project in Equity and Diversity for the Woodrow Wilson Teaching Fellows program, MBA 630 Marketing & Communications for the Woodrow Wilson MBA in Educational Leadership program, supervisor of student teachers in the elementary and secondary education programs, supervisor of graduate practicum in special education, advisor to undergraduate students in mild disabilities licensure



program, NCATE co-coordinator, unit liaison with MSD of Wayne Township, unit representative to faculty senate, CITI institution administrator, and Chair of UIndy's Institutional Review Board.

*Indianapolis Mayor's Office-Office of Educational Innovation*, Independent Consultant April 2010- Present Responsible for developing, piloting, and implementing special education evaluation and support services in the Indianapolis Mayor's charter school network within the Office of Education Innovation (OEI). Acts as reviewer for charter applications specific to special education populations and testifies to the Indianapolis City County Council. The 2014 issue of *The Fund*, published by the National Association of Charter School Authorizers, highlighted this work as one of 4 national profiles of innovative best practices in school accountability. Coordinated 1<sup>st</sup> Special Education Summit for all OEI schools to encourage schools to collaborate with each other to inform the quality of the special education services offered by all.

*The Indiana Partnership Center*, Interim Executive Director January 2009-Present Currently, leading national search efforts for identifying the next Executive Director and chairing the statewide effort to develop, implement, and disseminate the survey "What Matters Most", with 15 statewide community stakeholders, for Lilly Endowment.  
<http://www.doe.in.gov/outreach/education-community-organization>. Previously, responsible for creation and implementation of family school engagement workshops focused on special education issues. Curriculum focused on bringing families and schools together to meet the needs of students with exceptional needs. Workshops took place in Evansville, IN, Indianapolis, IN, and Ft. Wayne, IN. Acted as vice president of the board of directors for two years.

*MSD Wayne Township*, Visiting Professor of Research, Evaluation, and Development March 2013-Present Worked with district level administration to develop and implement a district wide audit of special education services (2,500+ students). Audit included face-to-face interviews with teachers, families, administrators, and students, as well as a review of IEPs, classroom observations, observations of case conferences, and quantitative achievement data. Recommendations were made for systemic updates. Continues to work with teachers to support the Brothers of Another Color student group and organize the Co-Professors Experience. Acted as part of Wayne's mediation team with the US Department of Justice. Provided yearlong professional development for special education, language arts, and general education teachers focused on co-teaching for Title I grant. Currently, working with Sanders Alternative Day Program to implement best practices in alternative education and develop a district-wide comprehensive professional development experience for para-educator program.

*University of Notre Dame*, Associate Adjunct Faculty Member 2008-2014 Responsible for creation and implementation of curriculum for course EDU 73659 Exceptionalities in Education within the Alliance of Catholic Education (ACE) Leadership Program and EDU 70200 Foundations in Exceptional Needs and EDU 70205 & EDU 75202 Psycho-

Educational Assessment & Assessment Practicum within the ACE Teaching Exceptional Children (TEC) Program. This coursework was delivered nationally via face-to-face coursework on campus during the summers and online nationally.

*Center for Urban and Multicultural Education*, Research Fellow October, 2008 Acted as data collector for the Peace Learning Center Curriculum Mapping Project in the Jamaica Peace Education Programme. Responsible for collecting qualitative data, including but not limited to, field notes and interviews at three Jamaican primary school program sites in Negril and Kingston, Jamaica.

*Bakers & Daniels, LLC.*, Independent Consultant Dec. 2007- Jan. 2009 Acted as a consultant for B&D Consulting on the East Chicago School Improvement Team. Responsible for supporting Carrie Gosch Elementary School with development and implementation of school improvement plan with specific focus on special education and family engagement. According to Indiana DOE (2010) Carrie Gosch Elementary was mentioned as a school demonstrating large gains, “Carrie Gosch Elementary School in East Chicago, with 97 percent of the students qualifying for free or reduced lunch and 99 percent from minority populations, saw a 31.87 percent jump in the percentage of students passing ISTEP.”

*Center for Excellence in Leadership and Learning*, Independent Consultant 2007-2008 Supported the partnership between the Center for Excellence in Leadership and Learning and the Indianapolis Public Schools Small High School initiative. This work was funded by a Bill & Melinda Gates Foundation grant. Evaluated the special needs of the Indianapolis Public High Schools and built capacity within the organization to provide more equitable services to students and families in the IPS small schools. Provided a series of workshops/in-services to both general education and special education staffs and administrations. Additionally, advocacy services for families, students, and staff were provided as deemed necessary. Provided consultation as needed on policy issues and implementation while supporting the development of a more self-sustaining structure of highly effective special education services in the IPS small high schools.

*Indiana University*, Associate Instructor Aug 2003-2006 Responsible for teaching K305 Exceptional Learners in Regular Elementary Programs, K505 Schools, Society, & Exceptionality: An Introduction to Special Education, K522 and K595 Web- Based Social Skills Training and Web Based Practicum, research assistant for the Center for

Urban and Multicultural Education, and supervisor of student teachers for the Teaching All Learners Program and the Collaborative Teacher Education Program.

*Butler University*, Adjunct Professor Jan 2004-2006 Responsible for creation and implementation of curriculum for course and practicum ED 479 A & B Communication and Collaborative Partnerships with Stakeholders

*Marian College*, Adjunct Professor Aug 2002-2006 Responsible for creation and implementation of curriculum for courses EDU 333 Learning Problems, EDU 230 The Inclusive Classroom, and EDU 336 Tests and Assessments.

*Timmy Foundation*, Program Evaluation Summer 2005 Observed teachers and service providers within the Amaguana Special Needs Center in Quito, Ecuador and consulted with administration on curriculum development and implementation.

*Christel House India*, Curriculum Developer and Special Education Consultant Summer 2004 Responsible for co-creating the weeklong, “Preserving Family Stories” philanthropic curriculum, to be used in all Christel House Academies globally. Responsible for consulting administration on special education issues at Bangalore, India site. Developed and conducted teacher training for general education staff on special education issues at Bangalore, India site.

*Globe Foundation*, Curriculum Developer Summer 2004 Responsible for co-creating the weeklong Global Story Web curriculum to be used online and book formatted philanthropic curriculums. Co-authored the children’s book *The Unfinished Story*.

*Speedway Public Schools*, Special Education Teacher and Varsity Coach Aug 1999-May 2003 Special education teacher for James A Allison Elementary and Speedway High School. Served students ranging from kindergarten to 6<sup>th</sup> grade for two and a half years and high school aged students for one and a half years. Developed and implemented curriculum for students with learning disabilities, mild mental handicaps, and emotional handicaps in a resource, self contained, and inclusionary settings. Provided staff support for general education teachers, instructional aide, and counselors, as well as created, maintained, and presented federal and state required paperwork for administration and parents. Acted as head varsity cheerleading coach and assistant varsity track coach.

*Plainfield Community Schools*, Special Education Teacher and Coach Aug 1998-May 1999 Special education teacher for the 8<sup>th</sup> grade population at Plainfield Community Middle School. Implemented curricular adaptations for a population consisting of students with learning disabilities, mild mental handicaps, and emotional handicaps in an entirely inclusive setting. Provided staff support for general education teachers, instructional aide, and counselors, as well as created, maintained, and presented federal and state required paperwork for administration and parents. Acted as head cheerleading coach and assistant track coach.

## **Professional Memberships**

*Public Responsibility in Medicine and Research (PRIM&R)* 2014-Present

*Council for Exceptional Children* 2003-Present Teacher Education Division, Division of International Special Education and Services, Division of Research, Division for

## Culturally and Linguistically Diverse Exceptional Learners

*American Educational Research Association* 2004-Present DIV K; SIG: Division of Educational Policy and Politics, Critical Examination of Race, Ethnicity, Class, Gender; Family, School, Community Partnerships; Catholic Education; Special Education Research; Disability Studies in Ed; Critical Educators for Social Justice; Urban Learning, Teaching, and Research

*National Association for the Advancement of Colored People* 2011-Present

*American Association of University Professors* 2007-Present *National Association of Multicultural Education* 2005-Present

Indiana Division

## **Publications**

\*Pettinga, D., Angelov, A.D., & Bateman, D. (Under Review). The Education Value Chain. *School Leadership Review*. Austin, TX: Texas Council of Professors of Educational Administration.

Angelov, A.D. (In Production). Diversity. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Collaboration and Team Building. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Urban Education. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Parent and Family Involvement. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D., Pettinga, D., & Bateman, D., (In Press). *Educational Marketing: More Than Just Telling Your Story*. Newbury Park, CA: Kendall Hunt Publishing.

\*Pettinga, D., Angelov, A.D., & Bateman, D., (In Press). Applying Marketing in the Public School Setting. *Journal of Academic Administration in Higher Education*. Martin, TN: JWPress.

\*Pettinga, D., Angelov, A.D., & Bateman, D., (2014). Applying Marketing in the Public School Setting. Proceedings of International Conference on Learning and Administration in Higher Education. Nashville, TN. (Honored with 2014 Best Paper Award)

Angelov, A.D., Angelov, D.D., Wilson, D., Alsop, T. (2013). The Lynhurst Team. Podcast: University of Colorado. Pike's Peak, CO.

\*Blackwell, S. & Smiley Angelov, A.D. (2013). Families, Diversity, and Learning. *Diversity in the Classroom: Integrated Framework Beyond Chalk and Talk*. Ronkonkoma, NY: Linus Books.

\*Smiley Angelov, A.D. & Anderson, S.L. (2013). On the Outside Looking In: An African American Family's Experience In an IEP Meeting. *Mid-Western Educational Researcher*. Columbus, OH: The Ohio State University, 25, 3, 1-20.

\*Drake, J., Moran, K., **Angelov, A.**, Sachs, D., Wheeler, L., (2012). The University of Indianapolis Woodrow Wilson Indiana Teaching Fellowship Program: Reviewing the Policy Implications of University-Based Urban Clinical Residency Programs. *Planning and Changing*. Normal, IL: Illinois State University.

\*Somers, J., **Angelov, A.**, Wheeler, L. (2012) Family and Community Collaborations. *Kappa Delta Pi Webinar* <http://www.kdp.org/communities/echapter.php#feb>  
Indianapolis, IN: Kappa Delta Pi.

Smiley, A.D., Angelov, D.D., Wilson, D., Alsop, T. (2011). The Lynhurst Team. Podcast: University of Colorado. Pike's Peak, CO.

\*Smiley, A.D., Drake, J., & Sheehy, C.T. (2011). Blazing a New Path: Collaborating toward Best Practice in Urban Teacher Education. *Journal of Urban Learning, Teaching and Research*. Los Angeles, CA: American Educational Research Association.

\*Smiley, A.D. & Helfenbein, R.J., (2011). Becoming teachers: The payne effect. *Multiple Perspectives*. Washington, D.C.: National Association of Multicultural Education.

\*Blackwell, S. & Smiley, A.D. (2010). Addressing Equity in Teacher Education. *AILACTE Journal*. Mt. Berry, GA: Association of Independent Liberal Arts Colleges for Teacher Education. VII, 1, 1-14.

\*Smiley, A.D. (2010). Prayers and Reflections for Special Educators. In Nuzzi, R., Frabutt, J., Holter, A. (Ed.), *No Greater Works*. Notre Dame, IN: Alliance of Catholic Education Press. 18, 54-55, 73, 88, 124, & 137.

\*Smiley, A.D. & Howland, A. (2010) Cultural Brokering as Best Practice in a Special Education Parent Liaison Program Webinar. *Council for Exceptional Children Online Learning Center*. Arlington, VA: Council for Exceptional Children.  
<http://cec.sclivelearningcenter.com/index.aspx>

\*Bradley-Levine, J., Berghoff, B., Seybold, J., Sever, R., Blackwell, S., & **Smiley, A.** (2010). What teachers and administrators "need to know" about PBL implementation. Proceedings of the American Educational Research Association, Denver.

\*Smiley, A.D. (2010). "I had to learn their words." Moving Toward Culturally

Responsive Family Engagement. Proceedings of the American Educational Research Association, Denver.

\*Smiley, A.D. & Drake, J. (2010). Continuing to Collaborate Toward Best Practice in Urban Education. Proceedings of the American Educational Research Association, Denver.

\*Smiley, A.D. (2009). Our voices: The experiences of instructors teaching a family course. *Mid-Western Educational Researcher*. Columbus, OH: The Ohio State University. 22, 4, 32-40.

\*Smiley, A.D., (2009). Cultural brokering as a core practice of a special education parent liaison program. Proceedings of the American Educational Research Association, San Diego.

\*Smiley, A.D., (2009). IEP meetings: The crossroads of practice, experience, and critical race theory. Proceedings of the American Educational Research Association, San Diego.

Smiley, A.D. (2009). Consenting adults: conducting case conferences with consciousness. *Connections*. Bloomington, IN: National School Reform Faculty. *Winter*, 8-19.

\*Smiley, A.D, Howland, A. A, & Anderson, J.A. (2008). Cultural brokering as a core practice of a special education parent liaison program in a large urban school district. *Journal of Urban Learning, Teaching and Research*. Los Angeles, CA: American Educational Research Association. 4, 86-95.

Smiley, A.D. (2008). Getting the best education for your student with exceptional needs. *Partners in Learning*. Indianapolis, IN. The Indiana Partnership Center. 11, 3, 3 & 6.

Smiley, A.D. (2007). Power, Families of Color, and Special Education: A Qualitative Examination of Discourse between Families and Professionals in an Urban Setting. Bloomington, IN: *Indiana University and ProQuest Publications*.

Payne, P., Cosby, B., **Smiley, A.D.**, Lee, K, & Murtadha, K., (2007). A rebuttal to ruby payne's poverty theory. *Indianapolis Star*. Indianapolis, IN.

\*Smiley, A.D., (2006). Urban Legend in Teacher Education. *Journal of Urban Learning, Teaching and Research*. Los Angeles, CA: American Educational Research Association. 2, 221-229.

\*Howland, A., Anderson, J.A., **Smiley, A.D.**, Abbott, D.J., (2006). School Liaisons: Bridging the Gap between Home and School. *The School Community Journal*. Lincoln, IL: Academic Development Institute. 16, 2, 45-66.

\*Butera, G., Anderson, A., Abbott, D. J., Howland, A., **Smiley, A.D.**, (2006). Discipline and Disability at the Crossroads: Making Meaning of State and Federal Policies. Proceedings of the American Educational Research Association, San Francisco.

Smiley, A.D., (2005). Essays from the road: Making a difference in Ecuador. *Magnet*. Indianapolis, IN: Marian College of Indianapolis. 16-17.

\*Butera, G., Oz, A., Hinshaw, R., Humpreys, L., Klein, S., Hoffman, E., Sakalli, S.G., **Smiley, A.D.**, Swenson, K., (2005). Preparing teachers to partner with families: educator, student, and family perspectives. Proceedings of the American Educational Research Association, Montreal.

\*Smiley, A. D., (2005). Preparing pre-service special education teachers to teach diverse student populations: embarking on an initial border crossing with Annie & Sarah. Proceedings of the American Council of Rural Special Education, Tulsa, 25, 115-119.

## **Grant & Research Experiences**

### *Walton Family Foundation*

Principal Investigator Innovation and Redesign of Center of Excellence in Leadership of Learning Budget~ \$500,000

### *My Brother's Keeper Initiative*

Principal Investigator Co-Professors Experience Congressional Appropriations (Rep. Andre Carson IN)

### *Brougher Foundation*

Principal Investigator Brougher Family Fellowship Proposal Budget~ \$500,000

### *University of Indianapolis Zerfas Grant*

Principal Investigator Egypt Experience Budget~ \$2,000

### *\*Association of Independent Liberal Arts Colleges of Teacher Education*

Principal Investigator Continuing to Collaborate Toward Best Practice Budget~ \$3,000

### *University of Indianapolis Summer Research Grant*

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Principal Investigator Exploring the blending of single subject design and policy analysis to evaluate the implementation of special education mandates at the district level Budget~ \$3,600

### *Family School Liaison Program Evaluation*

Research assistant funded by Indianapolis Public Schools Primary Investigators: Dr. Jeffery Anderson and Dr. Mary Jo Dare

*School Climate, Discipline and Students with Disabilities*

Research assistant funded by Indiana University Primary Investigators: Dr. Gretchen Butera and Dr. Jeffery Anderson

*Families, School, and Society Project*

Research assistant unfunded

Funded 2005-2006

Funded 2004-2005

Fall 2003-Spring2005

Invited Submission 2014

Invited Submission 2014

Invited Submission for Private Donor 2014

Funded 2009

Funded 2009

Funded 2007

Primary Investigators: Dr. Gretchen Butera and Dr. Susan Klein

*\*Children's School Success*

Research assistant funded by the National Institute of Health and Human Services Primary Investigator: Dr. Samuel Odom

*\*Partners Project*

Research assistant funded by Lilly Endowment Primary Investigator: Dr. Joyce Johnstone

*\*Parents as Partners Project*

Research assistant funded by the Danforth Foundation Primary Investigator: Dr. Joyce Johnstone

## **Academic Presentations**

*Indiana Center on Family, Schools, and Community Partnerships*



Marketing Your School Programs for Families Co-Presenter: Dr. Deidre Pettinga

*\*International Conference on Learning and Administration in Higher Education*

Applying Marketing in Public School Settings (2014 Presentation Excellence Award) Co-Presenters: Drs. Deidre Pettinga & David Bateman

*\*American Association of Colleges of Teacher Education*

Funded 2004

Funded 1997

Funded 1996

*Invited for 2014*

*April, 2014*

*March 2014*

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UIndy & Wayne: Making an Impact on Students Co-Presenters: Brothers of Another Color, Deb Sachs, Jimmy Angelov, Dominic Day, & David Johnson

*\*American Association of Colleges of Teacher Education*

UIndy & Wayne: Making an Impact on Pedagogy and Research Co-Presenters: Sue Blackwell, Jill Bradley-Levine, Steven Loser, and Dana Lile

*\*American Association of Colleges of Teacher Education*

UIndy & Wayne: Making an Impact on Systems and Programs Co-Presenters: Dr. Jeffrey Butts, Dr. Tara Rinehart, and John Taylor

*Indiana Public Policy Forum on Family, Schools, and Community Engagement*

The Importance of Marketing your Public School Co-Presenter: Dr. Nikki Woodson

*Indiana Council for Exceptional Children*

Awards Lunch Keynote Speaker

*MSD of Wayne Township Professional Development Day*

Disproportionality and Your Classroom Co-Presenter: Dante Brown

*Kappa Delta Pi, Marian University*

Graduation Keynote

Families Co-Presenters: Allison Howland

*\*Council for Exceptional Children*

Recreating the Wheel without the Status Quo Co-Presenter: Allison Howland

*March 2014*

*March 2014*

Invited for Feb 2014

Invited for Feb 2014 Invited for Nov 2013

Invited April 2013

April 2012 Strategies to Sustain Improved Outcomes for Youth With Emotional and Behavioral Disorders and Their

*\*Council for Exceptional Children*

April 2012

November, 2011 Co-Presenters: Brothers of Another Color, Dominic Day, Jimmy Angelov, David Johnson, and Jose Juarez

*\*National Association of Multicultural Education*

Brothers of Another Color

*Indiana Public Policy Forum on Family, Schools, and Community Engagement* Invited for Nov 2011 What does family and community engagement look like in the new era of school reform? Facilitator: Anne T. Henderson Co-Panelists: Jane Quinn, Diana Daniels, Rae Woolpy, Dianna Wallace, Dr. Tony Bennett, Rep. Robert Behning, Rep. Mary Ann Sullivan, Lucinda Nord, Danny Lopez, Dee Jones, Terry Spradlin, Monica Medina, Nicole Oglesby, Dr. Cathlin Grey, and Joann Weeks

*IPS Infusion Conference*

Brothers of Another Color Co-Presenters: Jimmy Angelov, Dominic Day, David Johnson, and Jose Juarez

*IPS Youth Summit*

October, 2011

October, 2011

Student Led Workshop~ Brothers of Another Color Co-Presenters: Jimmy Angelov, Dominic Day, David Johnson, Jose Juarez, and 8<sup>th</sup> Graders from Lynhurst 7<sup>th</sup> & 8<sup>th</sup> Grade Center

*Indianapolis Mayor's Office Charter School Leadership Meeting*

Recreating the Wheel without the Status Quo

*\*Council for Exceptional Children*

Policy for Improving Access for Students with Disabilities in Charter Schools Co-Presenters: Spiros Protopsaltis, US Senate Education Committee & Kim Hymes, CEC

*\*Council for Exceptional Children*

Know your Rights: Evidence Based Strategies for Families Co-Presenters: Dr. Allison Howland Pecha-Kucha Session on IEPs Selected and Facilitated by Ann Turnbull and Cheryl Takemoto

*Center for Excellence in Leadership of Learning*

July 2011 Invited 2011

April 2011

Nov 2010

Heavy is the Head that Wears the Crown: Lynhurst Junior Giant Kings Co-Presenters: Dan Wilson, Damon Black, Dominic Day, Jimmy Angelov, David Johnson and 18 8<sup>th</sup> Grade Junior Giant Kings

*\*National Association of Multicultural Education* Nov 2010 Junior Giant Kings

Co-Presenters: Mr. Dominic Day, Jimmy Angelov, and David Johnson

*Indiana Association for Health, Physical Education, Recreation, and Dance* Invited for 2010 Classroom Management for PE/Health Settings: Evidence Based Best Practice Strategies that Work Co Presenters: Dr. Heidi Hancher-Rauch, Kristi Quigley, and Lindsey Urbani

*IPS Infusion Conference*

Collaborating Kings: Knowledge, Intelligencia, Noble, Gucci! Co Presenters: Dominic Day, Dimitar Angelov, and Lynhurst Junior Giant Kings

*Multicultural Points & Perspectives, IPS Broadcasting*

Understanding Poverty Co Presenters: Drs. Robert Helfenbein and Pat Payne

*\*American Educational Research Association*

Teaching Pedagogy and the Experiences of Children of Color Session Chair

*\*American Educational Research Association*

Children and Parent Perspective on School-Community Partnerships Session Chair

*\*American Educational Research Association*

Home, School, and Socioeconomic Status: Impact on Disability Session Chair

*\*American Educational Research Association*

October 2010

September, 2011

May 2010 May 2010

May 2010 May 2010

What Teachers and Administrators “Need to Know” about Project-Based Learning  
Implementation Co-Presenter: Dr. Jill Bradley-Levine

*\*American Educational Research Association*

Supporting and Educating Parents

*\*American Educational Research Association*

Complex Issues in Preparing Teachers for Success in Urban Classrooms Co-Presenter: Dr.  
Jennifer Drake

*\*Council for Exceptional Children*

Cultural Brokering as Best Practice in a Special Education Parent Liaison Program Co-  
Presenters: Dr. Allison A. Howland

*\*Council for Exceptional Children*

IEP Meetings: Theory into Practice Dr. Chris Grissom

*\*Association of Independent Liberal Arts Colleges of Teacher Education*

Collaborating Across Disciplines to Impact Urban Education Co-Presenter: Dr. Colleen Sheehy

*\* American Association of Colleges for Teacher Education*

May 2010 May 2010

April 2010

April 2010

Invited for 2010

February 2010

Faculty Reflections: Methods of Best Practice for Teaching Teachers to Engage with Families  
Co Presenter: Dr. John Somers

*Indiana Council for Exceptional Children*

Closing Keynote Session

*Indiana Council for Exceptional Children*

Culturally Responsive Practice in Special Education

*\*National Alliance of Black School Educators*

Best Practice in IEP Meetings

*\*National Association of Multicultural Educators*

Using Hip-Hop Pedagogy in your Classroom Co-Presenters: Dominic Day, GreenHouse Poetry

*Courageous Conversations Summit*

Conducting Case Conferences with Consciousness

*\*National Council for Educating Black Children*

Exploring Best Practice: Conducting Case Conferences

*\*National Council on Educating Black Children*

Hip Hop as Critical Pedagogy in Secondary Education Co-Presenters: Brandon D. Cosby,  
Dominic Day, and Green House Poetry

*\*American Educational Research Association*

Family, School, Community Partnership SIG Session Discussant

*\*American Educational Research Association*

At the Intersections: Educational Thought, Policy, and Law

*\*American Educational Research Association*

Social Justice and Urban Education Co-Presenters: Allison A. Howland & Dr. Jeffrey A. Anderson

*Indiana State Reading Association*

Culturally Responsive Family Engagement: Tips, Ideas, and Practice that Works

*\*Council for Exceptional Children*

Exploring Best Practice: Conducting Case Conferences with Families of Color

Invited for 2009 Invited for 2009

November 2009 October 2009

October 2009 April 2009 April 2009

Invited for 2009 April 2009 April 2009

Invited for 2009 April 2009

*\*Council for Exceptional Children* April 2009 Faculty Reflections: Methods of Best Practice for Teaching Teachers to Engage with Families Co Presenter: Dr. John Somers

*Indiana Council for Exceptional Children* Invited for 2008 I Educate, I Participate: Advocacy Session

*Indiana Alliance for Black Educators, Indianapolis NAACP, & Indiana Association of Colleges for Teacher Education 2<sup>nd</sup> Annual Forum on Education* October 2008 Invited Session: Faculty Panel Participant Discussing Recruitment and Retention of Educators of Color

*Kappa Delta Pi I Teach Conference*

Invited Session: Conducting Case Conferences with Consciousness

*\*National Association of Multicultural Educators*

Hip Hop as Critical Pedagogy in Secondary Education Co Presenters: Dominic Day, Brandon D. Cosby, and Green House Poetry, Inc.

*\*American Educational Research Association*

Effective Teacher Practices in Addressing Student Performance and Educational Equity Invited Session Chair

*\*American Educational Research Association*

Becoming Teachers: The Payne Effect Co Presenters: Dr. Robert J. Helfenbein and Dr. Pat Payne

*\*Council for Exceptional Children*

Strategies to Sustain Improved Outcomes for Youth With EBD and Their Families Co  
Presenters: Dr. Jeffrey A. Anderson, Allison A. Howland, and Dr. Mary Jo Dare

*Indiana University, Bloomington*

Debunking Ruby Payne's Framework for Understanding Poverty Co Presenter: Dr. Pat Payne

*Indiana's Future: Equity, Engagement & Education for Economic Success*

Debunking Ruby Payne's Framework for Understanding Poverty Co Presenter: Dr. Pat Payne

*Indiana Partnership Center*

Debunking Ruby Payne's Framework for Understanding Poverty Co Presenter: Dr. Pat Payne

*Indiana Partnership Center*

Introducing Families to the Special Education System Co Presenters: Students from EDU 272,  
573, and 371

*Indianapolis Public Schools Infusion Conference*

Debunking Ruby Payne's Framework for Understanding Poverty Co Presenters: Dr. Pat Payne  
and Dr. Paul Gorski

*Indianapolis Public Schools Infusion Conference*

How to use Hip Hop in your Classroom Co Presenters: Brandon D. Cosby and Dominic Day

*Indiana State Reading Association/Indiana Council for Exceptional Children*

How to use Hip Hop in your Classroom

*Indiana Association of Colleges for Teacher Education*

The Impact of Conversion High Schools on Teacher Education Co Presenters: Brandon Cosby,  
Will Killins, Mark Cosand

*Indiana Urban Schools Association Conference*

November 2008

A Critical Discussion of Ruby Payne's Framework for Understanding Poverty with Multicultural  
Educators Co Presenters: Dr. Paul Gorski and Dr. Pat Payne

*\*American Educational Research Association*

Who has the power? Family and Professional Interactions in Special Education Co Presenters:  
Dr. Jeffrey Anderson and Dr. Robert J. Helfenbein, Jr.

*\*American Association of Colleges for Teacher Education*

Fighting the Good Fight: Collaborating to Infuse Cultural Competency in Teacher Education Co  
Presenter: Dr. Terrance O. Harewood

*\*Council for Exceptional Children*

April 2007

February 2007

April 2007

Lead Presenter, Invited Session Connecting at the Case Conference Co Presenters: Jeffrey A.  
Anderson, Allison A. Howland, Mary Jo Dare, Loui Lord Nelson, Lakeish Meyers, Robert J.  
Helfenbien, Jr.

*\*National Association of Multicultural Educators* November 2006 Understandings of Becoming  
Teachers and the Impact of Ruby Payne

*\*National Association of Multicultural Educators* November 2006 A Critical Discussion of Ruby  
Payne's Framework for Understanding Poverty with Multicultural Educators Co Presenter: Dr.  
Paul Gorski and Dr. Pat Payne

*Indianapolis Public Schools Infusion Conference* October 2006 Critical Discussion of Ruby  
Payne

Panel Organizer Co-Presenters: Dr. Cathi Cornelius, Dr. Paul Gorski, Dr. Gordon Mendenhall,  
and Dr. Pat Payne

*Kappa Delta Pi I Teach Conference* October 2006 What's my role in a case conference?

*Midwestern Regional National Association of Multicultural Educators* Summer 2006  
Understandings of Poverty: A Qualitative Study of Becoming Special Education Teachers and  
the Effects of Ruby Payne.

*Solution Center Summer Conference*

Center for Urban and Multicultural Education Co Presenter: Amy Abell

Discipline and Disability at the Crossroads: Making Meaning of State and Federal Policies

Summer 2006

*\*American Educational Research Association*



April 2006 Co Presenters: Dr. Gretchen Butera, Dr. Jeffrey Anderson, Allison Howland, and Daniel J. Abbott

*\*American Educational Research Association*

Connecting Urban Schools and Families: Initiating a Family Liaison Program Co Presenters: Allison Howland

*\*Council for Exceptional Children*

Connecting Urban Schools and Families: Initiating a Family Liaison Program Co Presenters: Dr. Jeffery Anderson, Allison Howland and Daniel J. Abbott

*\*Indiana Council for Exceptional Children*

Connecting Urban Schools and Families: Initiating a Family Liaison Program Co Presenters: Allison Howland, Dorothur O'Donnell, Rita Cano, and Kathy Parks

*\*Council for Exceptional Children*

Web-Based Professional Development for Special Educators: On-line Activities that Work Co Presenters: Timothy J. Frey and Allison Howland

*\*American Council on Rural Special Education*

Rural Effects on Pre-Service Special Education Teachers Interactions with Diverse Populations

April 2006

April 2006

March 2006 April 2005

March 2005

Co-Presenter: Dr. Kipchoge Kirkland

*\*Indiana Council for Exceptional Children*

Educators and Parents Revisiting Family-Professional Partnerships and Teacher Preparations Co Presenters: Aysegul Oz and Suad Sakalli Gumus

*\*Educational Trust Conference*

Involving Parents and Students in Pre-Service Teacher Education for Curriculum Change Co Presenter: Dr. Joyce V. Johnstone

## **Professional Development and Consultation Sessions**

Co-Presenter: Dr. Deidre Pettinga

*Wayne Township Professional Development Day*

Topic: Marketing your School: Tips for Principals Co-Presenters: Drs. Deidre Pettinga and David Bateman

*Wayne Township Professional Development day*

Topic: Teachers and Para-Educators: The Dynamic Duo

*Lynhurst 7<sup>th</sup> & 8<sup>th</sup> Grade Center, MSD of Wayne Township*

October 2004

December 1997

Invited for 2015 Topic: Optimizing Marketing Strategies to Bridge the Gap Between Public Education and the Private Sector

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*Sheridan Chamber of Commerce*

Glamorous Girls Ladies Panel Co-Presenters: Dr. Jean Lee, Dr. Denita Harris, Dr. Shenita Suggs, State Rep. Karlee Macer, Flora Jones, and Laura Wilson

*Ben Davis University, Student Forum Topic: The Reading Crisis*

*Indiana Transition Consortium, Goodwill Education Initiatives Topic: Transition Services for Adults with Disabilities*

*MSD of Wayne Township, Community Forum on Diversity Topic: Understanding Equity in Indianapolis*

*Bartholomew Consolidated School Corporation, Administrative Professional Development Topic: Culturally Responsive Practice and UDL*

*MSD of Wayne Township Professional Development Day*

Disproportionality and Your Classroom Co-Presenter: Dante Brown

*University of Indianapolis, Faculty Forum Topic: Creationism in K-12 Curriculum*

*Indianapolis Public Schools, New Teacher Orientation Topic: Cultural Competency*

Co Presenters: Dr. Pat Payne and Donnell Duncan

*Project Based Learning Institute, Ben Davis High School* Special Education and Multicultural Education Facilitator

*Indianapolis Public Schools, Shortridge High School* Professional Development Topic: Teaching for Educational Equity

*21<sup>st</sup> Century Scholars, Spring Parent Summit in South Bend* Topic: What's My Role in a Case Conference?

*Michigan City Public Schools, Elston Middle School* Staff Topic: Cultural Competency

Co Presenters: Dominic Day and Green House Poetry

Invited for 2014 Invited for 2014 Invited for 2014 Invited for 2014

Invited for Nov 2013

Invited for 2012 Invited for 2009

Invited for 2009 Invited for 2009 Invited for 2009 Invited for 2009

Invited for 2014

*Indianapolis Public Schools, Health and Physical Education Teachers PBA Day* Topic: Meeting Special Needs in PE

*Indianapolis Public Schools, New Teacher Orientation* Topic: Cultural Competency

Co Presenters: Brandon D. Cosby, Dr. Pat Payne, and Mathew Davis

*Indianapolis Public Schools, Broad Ripple and Northwest High Schools* Academic Deans Topic: Small Schools and Special Education

*MSD of Wayne Township, Middle School General Education Staff* Topic: Proctoring the ISTEP Test

*Indianapolis Public Schools, Diversity Cadre* Topic: Debunking Ruby Payne's Poverty Theory

*Indianapolis Public Schools, Support Group for Parents of Students with Autism* Topic: What's my role in the case conference?

*Indiana University, Indianapolis, School of Education Graduate Program* Topic: The Historical Perspective of the Role of Disability in Mainstream Media

*Timmy Foundation, High School and Undergraduate Students* Topic: Working with Students at the Amaguana Special Needs Center in Quito, Ecuador

*MSD of Wayne Township, Middle School General Education Staff* Topic: Proctoring the ISTEP Test

*Timmy Foundation*, High School and Undergraduate Students Topic: Working with Students at the Amaguana Special Needs Center in Quito, Ecuador

*Marian College*, Undergraduate Special Education Reading Methods Course Topic: Orton Gillingham and Linda Mood Bell Reading Strategies

*Indianapolis Public Schools*, Special Education Large Staff Topic: Evaluation of Parent Facilitator Program Co Presenters: Allison Howland and Dr. Jeffery Anderson

*Marian College*, Union for Black Identity Topic: A Scholarly Discussion of the Motion Picture Crash Co Presenters: Dr. Cathy Cornelius, Dr. Suzie Beesley, and Dr. Arlene Coleman

*Indianapolis Public Schools*, Parents of Children with Autism Support Group Topic: Indiana Article 7

*Johnson County Special Services*, Large Staff Topic: Behavioral and Pharmacological Supports for Students and Families Living with ASD Co Presenter: Dr. Charles Dietzen

*Crossroads Rehabilitation Center*, Autism Center Staff Topic: Behavioral and Pharmacological Supports for Students and Families Living with ASD Co Presenter: Dr. Charles Dietzen

*Purdue University*, Undergraduate Health Education Students Topic: Understanding Diversity and Disability in Secondary Educational Settings

*Christel House India*, Entire Teaching Staff Topic: The Basics of Ability

*Tri-West Middle and High Schools*, Special Education Staff Topic: Writing Web Based and Electronic IEP's

Invited for 2009 August 2008

January 2008 September 2007

April 2007

April 2007 January 2007 January 2007

September 2006 April 2006 April 2006

April 2006

March 2006

March 2006 Dec 2005

Dec 2005

Fall 2005 July 2004 Jan 2004

*Whiteland Elementary*, Entire Teaching Staff Topic: Addressing the Needs of Students with Bi-Polar Disorder

## **Professional Awards and Services**

*National Center for Special Education in Charter Schools*

Equity Coalition Member

*Ithaca College*

National Expert Reviewer for Promotion and Tenure Dossier of Special Education Faculty Member

*International Conference on Learning and Administration in Higher Education*

Best Paper Award for “Applying Marketing in the Public School Setting” Presentation  
Excellence Award for “Applying Marketing in the Public School Setting”

Oct 2004

2015 2014

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*Walton Family Foundation* 2014-Present Reviewer for Indiana Charter School Start Up Grant Proposals

*Brookes Publishing* 2013 Reviewed: Design & Deliver: Planning and Teaching Using Universal Designs for Learning Provided Comments for Book Cover

*Metropolitan School District of Wayne Township*

Special Education Coalition with US Dept of Justice M.G. Raby Distinguished Service Award Winner

*National Professional Development Center on Autism Spectrum Disorders*

University of North Carolina, Chapel Hill Evidence Based Practices Update, Reviewer

*Indiana Partnerships Center*

Executive Board of Directors Board Vice President Interim Executive Director

*Special Olympics of Indiana*

State Basketball Tournament Volunteer

*National Association for the Advancement of Colored People*

Special Education Advocate

*National Alliance of Black School Educators*

Conference Steering Committee Youth Forum and Student Presentations Sub-Committee

*State of Indiana, Department of Education*

Board of Examiners State Representative to National Special Education Standard Setting Study  
Panel at ETS State Representative to National Special Education Standard Setting Follow Up  
Study at ETS 2011

Indiana Core Assessment Bias Review Committee for Educator Licensure, Pearson Indiana Core  
Assessment Standard Setting for Special Education, Pearson edTPA Portfolio Reviewer,  
Special Education Content, Pearson

*US Department of Education, Office of Innovation and Improvement*

Teacher Quality Partnership Grant Competition Expert Reviewer

*Association of Independent Liberal Arts Colleges of Teacher Education*

Scholar Award Co-Guest Editor of AILCATE Journal Special Issue: Teaching for Equity  
Editorial Review Board, Manuscript Reviewer

*Indianapolis Project School*

2012

2013

2014

Accepted for 2009

Accepted for 2009 2010

Board of Directors Member

*Young Women's Christian Association*

Woman of Achievement: Phyllis Wheatley Award for Anti-Racist Community Work

*Speedway Public Library*

Board of Trustees

*Indiana Civil Rights Commission*

Educational Steering Committee IC 20-31-6 Cultural Competency in Educational Environments  
Revision Committee Teaching, Pre-Service Education, Mentoring and Professional Sub-  
Committee Legislative Recommendations Subcommittee Special Education Research Team

*Crossroads of Indianapolis Rehabilitation Center*

CARF Evaluation Committee Team Member

*Journal of Urban Teaching, Learning, and Research*

Editorial Review Board

*University of Alabama at Birmingham*

Urban Teaching Enhancement Program Reviewer

*University of Indianapolis*

Elementary Student Teaching Final Portfolio Evaluator Guest Observer for Elementary Math Program Guest Speaker Elementary Education Student Teacher Seminar Department of Teacher Education Angel Fund Committee Member New Faculty Committee Member Advisement of MI Candidates Secondary/MAT Committee Member EduServ Faculty Seminar Adaptive PE Curriculum Committee Future Teacher Day Speaker Student Education Association Dr. Seuss Day IPS #34 Guest Speaker SOE Entrance to Program Interviewer Guest Speaker for the UIndy Student Education Association Special Education Student Teaching Final Portfolio Evaluator EDU 100 Mock Trial Guest Speaker Guest Speaker ILead Program Guest Speaker Music Educators Association Search Committee, Director of Secondary Education Position Search Committee, Assistant Professor of Secondary Education Position New Student Orientation, Student Selected Invited Speaker, Faculty Expectation Series

University Athletic Committee UIndy High School Day Volunteer Woodrow Wilson Teaching Fellows Curriculum Committee School of Education Petitions Committee Search Committee, Assistant Professor for Woodrow Wilson Teaching Fellows Program Department of Teacher Education Assessment Committee UIndy Faculty Senate: Teacher Education Representative Annual Faculty Evaluation Task Force Noyce Recruitment and Marketing Committee Noyce Secondary Curriculum Writing Group Co-Chair AQIP Action Project: Annual Faculty Evaluation Improvement Project Co-Developed and Implemented New Annual Faculty Evaluation University-wide Trainings School of Education, Mid Tenure Review Committee Search Committee, Associate Adjunct Faculty for Special Education Chair, SOE Teacher of the Year Nomination Committee Co-Chair General Education Core Committee School of Education Representative to IRB

2008

2007-2009 2007-2008 2007-2008 2007-2008

2008 2007 2007-2011 2007

2006-2011 2006 2006 2006-2010 2006-2007 2006-Present 2006-Present 2007 2007 2007 2007 2007-2012 2007 2007-Present 2007 Summer 2007

Fall 2007 2007-2008 2007-2008

2008 2008-2011 and 2014-Present 2008

2008- Present 2009-2010 2009-2010 2009-2010 2011-2014 2011-2013 2011-2012 2012 2012-2013 2012-2013 2012 2012 2012 2013-2014 2013-Present

GECAP Ex-Officio 120 Credit Hour Ad-Hoc Committee Co-Developed and Implemented New Core Curriculum University-wide Trainings UIndy Grant School Participant

*Kappa Delta Pi*

Honorary Membership

*Center for Excellence in Leadership of Learning*

Indiana's Future: World- Class Schools for the 21<sup>st</sup> Century Conference Session Facilitator  
Parent Engagement Committee Member

*Indianapolis Public Schools*

Community Council Board Member School #65 Shortridge Magnet High School for Law and Public Policy Subcommittee Infusion Conference Committee Arlington High School Climate Committee Guest on Multicultural Perspectives and Points in Education with Dr. Pat Payne Hands Across Tech Volunteer Team IPS Race for All Races Volunteer UIndy Student Volunteer Organizer for IPS Infusion Conference Youth Summit Committee and Volunteer

*Indiana University*

Doctoral Leadership Training Grant Recipient K305 Curriculum Development Committee Teaching All Learners Practicum Supervision Committee IUPUI Center for Urban and Multicultural Education Planning Committee Daisy Jones Dissertation Grant Recipient IUPUI Distance and Online Education Committee

*Butler University*

Mentor Teacher for Practicum and Student Teaching Program Eva Wiles Scholarship Recipient

*Marian College*

Outstanding Young Alumni Award VIP Evaluation Committee Member Alumni Representative to Special Education Advisory Board Mentor Teacher for Practicum and Student Teaching Program Purple Heart Scholarship Recipient Varsity Cheerleader and Varsity Cheerleading Captain

*Council for Exceptional Children*

INCEC State Conference Committee Member Student Member to the Board of Directors Member of Presidents Task Force examining NCATE Governance Restructuring



Committee Member Member at Large Board of Directors Nominee Program Chair Invited  
Session Leader

Indiana Children and Youth Advocacy Network Coordinator Indiana US Congressional  
Liaison Representative Assembly Consultant for Congressional Staffers on ALL-STAR Act  
Indiana Advocate of the Year Award

National Conference Proposal Reviewer Indiana State Award Chairperson National SPA  
Evaluator

*American Educational Research Association*

Conference Proposal Reviewer Disabilities Studies SIG Emerging Scholar Award Nominee  
2013 2013-2014 2014 2013- 2014

*Project E*

Family, Schools, and Community SIG Dissertation of the Year Nominee 2008 Accepted into  
Division K Early Career Professional Seminar led by Dr. Linda Darling-Hammond 2008

*American Association of Colleges of Teacher Education*

Conference Proposal Reviewer

*National Association of Multicultural Educators*

Conference Proposal Reviewer

*Family Diversity Education Council*

Member

*Marion County Coaches of Girls Sports Association*

Open House Chair Woman

*Fulbright Teacher Exchange*

Recipient of Teacher Exchange Scholarship

*IP ALCO/IPL*

Golden Apple Award Winner Golden Apple Award Judge

Excellence in Education Honoree

\* Indicates Peer Reviewed Project

## KEVIN DEWAYNE HAMPTON

Kbigd613@aol.com • Phone: 317-910-4013 • 6367 Kentstone Drive, Indianapolis, IN 46268

### SENIOR PORTFOLIO MANAGER

**Highly Accomplished Portfolio Manager and Financial Executive** with career history of leveraging advanced financial acumen in all areas of analysis, equity strategy, and investment management to maximize financial performance. Interdisciplinary pace-setter with unique ability to identify inefficiencies and implement powerful, cost-effective process improvements. Confident communicator who forges and maintains long-term client relationships and inspires trust, confidence, and rapport at all organizational levels. Proven record of critically evaluating and responding to rapidly evolving financial environments.

#### *Areas of Expertise:*

Portfolio Management • Financial Management • Buy-Side Equity Trading • Strategic Planning • Cost Reduction  
Forecasting • Risk Management • Team Leadership • Accounting • Forecasting • Financial Analysis • Focus List Design  
Reporting • Familiar Baseline • Mutual Funds • MorningStar Principia • Bloomberg Research & Analysis Systems

### PROFESSIONAL EXPERIENCE

#### **THE NATIONAL BANK OF INDIANAPOLIS** – Indianapolis, IN

2000 to Present

*Largest locally-owned bank in greater Indianapolis area.*

#### **VICE PRESIDENT | SENIOR PORTFOLIO MANAGER**

Direct all investment operations for philanthropic, institutional, IRA Rollover, and personal trust accounts, totaling \$300M. Provide in-depth analysis to clients on asset allocation, account structure, and formula strategies, aligning financial approach with client needs. Build and review approved lists of equity securities and non-proprietary mutual funds for Diamond Capital Management.

- **Increased annual performance 1.5%-2.5% within 3 years by revitalizing analytics process.**
- **Established first list of mutual funds by assessing current and historical ratings to create mutual fund review process.**

#### **NATIONAL CITY BANK** – Indianapolis, IN

1993 to 2000

*Fortune 500 wealth management and private client group.*

#### **VICE PRESIDENT | SPECIAL ASSETS MANAGER** (1999 to 2000)

Promoted through a series of increasingly responsible positions to oversee investment activities for 30 accounts. Led maintenance and valuation of all closely held companies and limited partnerships in company's western territories. Monitored loan payments and ensured up-to-date collection policies and procedures. Reviewed investment accounts to aggregate and analyze financial data of illiquid assets.

- **Architected process to calculate asset liability and value for key accounts and trusts.**

#### **VICE PRESIDENT | INVESTMENT OFFICER** (1993 to 1999)

Managed 270 personal, institutional, philanthropic, and IRA Rollover trust accounts totaling \$350M. Interfaced with clients to evaluate financial strength of investments and recommend appropriate account allocation and specific asset selection in approved security environments. Executed research and analysis of securities to determine investment potential.

**ACCOUNT ADMINISTRATOR (1993)**

Analyzed financial information; maintained record of profit and loss, liabilities, and assets. Orchestrated institutional employee benefits accounts and 401(k) plans totaling \$60M in estimated market value. Conducted valuations of assigned accounts to ensure accurate accrual of participant benefits.

- **Managed fixed income investment activity for 22 accounts with an estimated \$20M market value.**

*Additional experience as Equity Trader for Merchants Capital Management, Inc., and Mutual Fund Accountant for Unified Management Corporation.*

**EDUCATION**

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**BS in Business Administration (Finance & Accounting Concentration) – Indiana University – Bloomington, IN**

**Elizabeth Haber Lacy**

## **Professional Experience**

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Barnes & Thornburg, LLP – Indianapolis, IN (September 2003 – Present)

*Partner, January 2007-Present*

*Of Counsel, September 2003- December 2006*

Corporate attorney with focus on:

- Angel and venture capital financing transactions - negotiations and documentation
- Advising start-ups and early stage companies with respect to structuring, buy-sell agreements, intellectual property agreements, equity compensation arrangements and capital investments
- Mezzanine financing transactions and senior loan documents – negotiations and documentation
- Joint ventures, mergers, acquisitions and reorganizations - negotiations and documentation
- Advising private company boards with respect to governance matters and shareholder relations
- Providing outside general counsel services and contract review

Leagre, Chandler & Millard, LLP – Indianapolis, IN (January 2000- September 2003)

*Partner, 2002 – September 2003*

*Associate, 2000-2002*

Corporate attorney with focus on:

- Angel and venture capital financing transactions - negotiations and documentation
- Advising start-ups and early stage companies with respect to structuring, buy-sell agreements, intellectual property agreements, equity compensation arrangements and capital investments
- Advising private company boards with respect to governance matters and shareholder relations
- Mergers, acquisitions and reorganizations - negotiations and documentation
- General contract review

Kirkland & Ellis, LLP – Chicago, IL (April 1995-April 1997)

*Associate, April 1995-April 1997*

Corporate attorney with focus on:

- private equity transactions
- venture capital transactions
- mergers & acquisitions
- general corporate counseling

Jones, Day, Reavis & Pogue – Chicago, IL (September 1991-March 1995)

*Associate, September 1991- March 1995*

Corporate attorney with focus on:

- secured lending transactions
- merger & acquisitions
- corporate restructurings

### **Other Professional Information & Honors**

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Admitted to Illinois Bar in 1991

Admitted to Indiana Bar in 2000

Listed in The Best Lawyers in America® in 2011-2015

Named the 2013 "Lawyer of the Year" in the area of venture capital law

### **Education**

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Case Western Reserve University – J.D., May 1991, summa cum laude, Order of the Coif

Duke University, A.B. in Public Policy Studies, May 1987

### **Community Involvement**

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Stanley K. Lacy Executive Leadership Series®, Class XXXII

A Children's Habitat, Board Member and Secretary, 2007-2009

Boys Scouts of America, Den Leader 2009-2011

Chess Club at Sidener Academy, Club Organizer 2012- Present

Indianapolis Public Schools, School #70, PTO President, 2004-2005

Culver Summer Schools Alumni Advisory Board, Member 2007-2012

The Children's Museum Guild, Guild Member, 2000-2006

**Julio Gonzalez**

8309 Country Meadows Dr., Indianapolis IN 46234

317-373-1425  
Jucepe1@juno.com

## Professional Profile and Education

Experienced in all the areas of teaching, interpreting and translating English to Spanish and Spanish to English

- English Scholarship by ICX Exchange and Pan American Airlines
- Graduated from Lincoln Community High School in 1974
- Invited to participate in a liberal arts program of education, Mount Ida Junior College 1974
- Certificate of Proficiency in English University of Michigan 1978
- TTC (Teacher training Course) Alianza Uruguay-Estados Unidos Montevideo Uruguay – 1979
- Author of the English learning system “Listen, invent and learn” copy writer Montevideo Uruguay May 1987
- Interpreter for EMU (Evangelical Mission to Uruguay) in Montevideo Uruguay, also participated as an interpreter in Santiago Chile 1990 – 2000

## Honors, and Certifications

### Educational Technics

August 1983, Mexico

### Seminar on Academic Improvement

February 1984, Mexico

### National Convention of English Teachers

Mextesol – May 1985, Mexico

### Seminar on Communication Content

Mac Graw Hill, April 1985 Mexico

### Supreme Court of Justice

Indianapolis Indiana November 2013

## Key Qualifications

More than 25 years of experience in simultaneous translation

Experience working with the Police Department

Has participated as an independent interpreter in many courts

Certified by the Supreme Court of the State of Indiana

## Employment

- **English Teacher**, American Institute Montevideo Uruguay 1980-1982
- **English Teacher**, IAVNE Hebrew Institute, Montevideo Uruguay 1980-1982
- **Interpreter Dental Association**, First Symposium of Dental Associations, City County Building, Montevideo 1981
- **English Teacher and Coordinator Director**, Benjamin Franklin School, Mexico 1982-1984
- **English Teacher**, English Primary School, Mexico 1982-1984
- **Coordinator Director**, Babel Institute Mexico 1984-1986
- **Bilingual Telecommunications**, National Communications Company Montevideo Uruguay 1987
- **Independent English Teacher and Interpreter – Montevideo Uruguay 1988-1990**
- **Translator**, Antarctic Institute Uruguay 1987-1989
- **Interpreter and liaison America Uruguay – EMU** Montevideo Uruguay, 1990-2000
- **Interpreter for Bob Jones University –** Participation in several conferences held in Montevideo Uruguay, Santiago Chile, and Greenville South Carolina
- **Independent Interpreter**, Indianapolis Indiana 2000-2013
- **IMPD, Bilingual Chaplain**, Indianapolis Indiana May 2008-2014
- **Xtra mile Interpreting**, Denver Colorado 2012-2014
- **Indy Translations**, Indianapolis Indiana 2013-2014
- **Indianapolis Interpreters**, Indianapolis Indiana 2013-2014
- **Supreme Court of Justice**, Indianapolis Indiana 2013-2015

***Personal life***

- **Born** October 4<sup>th</sup> 1956 in Montevideo Uruguay
- **Citizenship**, American
- **Civil Status**, married with Rosanna Gonzalez
- **Three children**, Samuel, David and Ezequiel

**Mariama Shaheed Carson**

1631 North Meridian, Suite 410

Indianapolis, IN 46204  
Cell: (317) 900-0810  
[mcarterson@themindtrust.org](mailto:mcarterson@themindtrust.org)

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*Bilingual award-winning educator with nearly twenty years experience serving students and families through public schools in Indianapolis. Title I school principal, responsible for leading a team of passionate educators. Adept at implementing innovative education practices and procedures to increase student achievement and success in school.*

## **Professional Experience**

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### **Education Entrepreneur Fellow – The Mind Trust**

#### **Global Preparatory Academy K-8; Founder & Principal – Opening Fall 2016**

##### **2014 – Present**

- 2-Year fellowship to launch a Dual Language School in Indianapolis, Indiana.
- Research dual language programs throughout the country to develop and implement high quality programming.
- Create community partnerships
- Hire staff
- Recruit Board of Directors
- Market program to surrounding community

### **Principal, MSD Pike Township – Snacks Crossing Elementary**

#### **2009 – 2014**

Lead programming and activities to meet the needs of a diverse group of 600 students in a Title I school.

- Responsible for hiring and retaining educational staff.
- Managed and implemented professional learning communities and data teams that directly impacted student achievement.
- Increased student achievement on ISTEP+ ; 14% points in reading and 22% points in math.
- Implemented “Positive Behavior Supports Program” throughout the school, leading to a 60% decrease in office referrals.
- Supervised, evaluated and provided professional development for teachers.
- Created *Parent Advisory Council* to help with academic and behavioral programming as well as fundraising for student programs.
- Created a school-wide reading intervention plan to intensify support for struggling readers.



- Developed community partnerships with Lewis Wagner Law Firm, Community Action of Greater Indianapolis, OASIS, and Nu Corinthians Church in creating reading programs with students.
- Received a \$242,000 grant from United Way of Central Indiana to implement innovative practices such as Peer Coaching, Summer Institutes for Professional Development and Scholastic READ 180 technology to support struggling readers.

**Assistant Principal, MSD Pike Township – Snacks Crossing Elementary School**

**2007 – 2009**

- Responsible for overseeing student discipline.
- Worked as a Special Education compliance monitor.
- Lead Special Education case conferences.
- Created mentoring program for 4<sup>th</sup> and 5<sup>th</sup> grade boys.
- Created Response to Intervention (RtI) format to create interventions for students who struggle academically or behaviorally. The meeting and interventions format is currently used throughout the school district.

**Teacher, MSD Pike Township-Eagle Creek Elementary & New Augusta South**

**1998-**

**2007**

- Grade Team Leader teaching in both 4<sup>th</sup> and 5<sup>th</sup> grade multi-age and looping classrooms.
- Desegregated data with administration to establish grade level SMART goals and implement Professional Learning Communities.
- Chair of Cultural Competence Committee that implemented annual *Cinco de Mayo* celebration, Black History programs, morning announcements, and school bulletin boards/displays.
- Chair of C.L.A.S.S. Support Team which provided teachers with support for implementing culturally responsive classrooms that created an inviting climate for students and parents.

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**Honors & Awards**

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IUPUI School of Education, Transformational Educator Award 2014

United Way Success Grant Recipient: 2013

Center for Leadership Development Distinguished Education Achievement Awards: 2005; 2012; 2013

Coalition of 100 Black Women: Breakthrough Woman 2009

WISE Muslim Woman Education Delegate: Malaysia 2009

Who's Who Among America's Teachers: 2006; 2008

Science Education Fellow: Purdue University 2006

People to People Delegate to South Africa for Multi-Cultural Education 2005

Pike Township Foundation Grant Recipient: 2004  
Milken National Educator Award: 2004  
Pike Township Teacher of the Year, *Finalist*: 2001

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## **Education**

Masters in Education Leadership, Indiana University, 2007  
Masters in Business Management, Indiana Wesleyan University, 2002  
Bachelor of Science in Elementary Education, Butler University, 1998  
Spanish Immersion, Chac-Mool Institute, Cuernavaca Mexico, 2003, 2005, 2013

## **Presentations**

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IUPUI School of Education, Graduation Speaker December 2014  
Indiana Covering Kids and Families- *The Affordable Care Act; How the Changes Affect Schools*  
National Council on Educating Black Children – *The Ins and Outs of Being a School Principal*  
Butler University – Center for Faith and Vocation – *Working your Passion to Serve Others*  
IUPUI Joseph Taylor Symposium – *What Matters in Teaching*  
Imagine Charter School – *Building up our Girls to Value Education*  
United Way; Success by 6 Care Givers Night Out – *Partnering with Parents*  
Phi Delta Kappa Chapter; Butler University – *Teaching 101: Tips to Success in the Classroom*

## **Civic Engagement**

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Butler University Board of Visitors for School of Education  
Congressional Black Spouses Chair of Education Forum and Essay Contest  
Alpha Kappa Alpha Sorority Incorporated  
Girl Inc. of Central Indiana, Board Member

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Terry Dwyer  
**Date:** 2/27/15  
**Re:** Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the School:

1. I have been an advocate for educational advancement at the college and graduate level through my involvement as an adjunct professor at the Kelley School MBA program at IU, and also as a current board member at the Johnson Center for Entrepreneurship & Innovation at the Kelley School.
2. I have been very involved in the Indianapolis community through volunteer work as well as support of institutions such as Conner Prairie and the William Conner Society.
3. I have served in leadership positions in the private sector in the Indianapolis and Central Indiana community since 1990, employing thousands of employees in publishing, direct marketing, technology and services.

2

I do not have any potential conflicts of interest prohibiting me from being a board member for the School.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the School. I do not have any existing contractual relationships with the School and I will not have any future business relationships with the School. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

Spring 2015

*February 27, 2015*

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Sincerely,

Terry Dwyer

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Bill West  
**Date:** 2/11/2015  
**Re:** Global Preparatory Academy Charter Application


Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
4. Experience in finance and financial reporting and administration.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

  
Signature

## Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Marilyn Leatherman  
**Date:** 2/24/15  
**Re:** Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

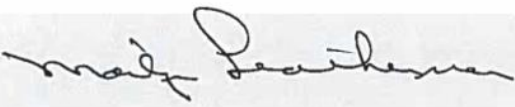
1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
- 4.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

**Signature**



1

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Azure D.S. Angelov, Ph.D.; University of Indianapolis  
**Date:** 3/17/15  
**Re:** Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
4. Have extensive experience with charter schools in Indianapolis and nationally

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Signature



1

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation

**From:** Mariama Carson

**Date:** 2/27/15

**Re:** Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to Global Prep Academy.

1. Advocate for educational advancement
2. Educational Leadership and experience achieving dramatic student results.
3. Teaching, curriculum and staff development
4. Experience and training in interdisciplinary studies and Responsive Classroom.
5. Experience learning a language through study and language immersion.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

*Mariama Carson*



# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Kevin D. Hampton  
**Date:** 3/18/2015  
**Re:** Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement: Mentor Preparatory Academy (Present); New Augusta Academy South Dad's Club (2011-12)
2. Dedicated member of community: McCoy, Inc. (Present – Board Member); Forest Manor Multi-Service Center (2006 – 2014); Boys and Girls Club ( Past Board); Big Brothers and Big Sisters, Inc. (Past Board Member); United Way of Center Indiana (Past Triad Leadership Member); Mozel Sanders Foundation (Past Board Member); YMCA – Pike Center (Past Board Member)
3. Serve in leadership position on several community boards: Forest Manor Multi-Service Center (Past Board Treasurer and President); McCoy, Inc. (Past Treasurer); Boys and Girls Club (Past Governance Committee Co-chair)
- 4.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

*March 18, 2015*

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Signature

A handwritten signature in black ink, consisting of a stylized 'K' followed by a series of loops and a long horizontal stroke.

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Elizabeth H. Lacy  
**Date:** 3/18/2015  
**Re:** Global Preparatory Academy Charter Application

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Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement;
2. Dedicated member of the community;
3. Served in leadership position on several community boards; and
4. Legal skills with specific experience advising and working with start-ups and advising boards on governance matters.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Sincerely,



Elizabeth H. Lacy

# Memorandum

**To:** Brandon Brown; Indianapolis Mayor's Office of Education Innovation  
**From:** Julio C Gonzalez  
**Date:** 5/5/15  
**Re:** Global Preparatory Academy Charter Application

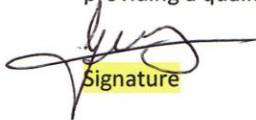
Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
4. Provide my experience of more than 30 years as teacher and counselor

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

  
Signature

## ATTACHMENT S

**State of Indiana  
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION  
of**

**GLOBAL PREPARATORY ACADEMY INC.**

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, December 19, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 19, 2014

*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

2014121900356 / 2014121900356

RECEIVED 12/19/2014 11:31 AM

APPROVED AND FILED  
CONNIE LAWSON  
INDIANA SECRETARY OF STATE  
12/19/2014 11:34 AM

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**ARTICLES OF INCORPORATION**

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Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

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**ARTICLE I - NAME AND PRINCIPAL OFFICE**

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GLOBAL PREPARATORY ACADEMY INC.

3651 TOTEM LANE, INDIANAPOLIS, IN 46208

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**ARTICLE II - REGISTERED OFFICE AND AGENT**

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DAVID SHAHEED

P.O. BOX 2287 12231 GEIST COVE DRIVE, INDIANAPOLIS, IN 46206

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

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**ARTICLE III – INCORPORATORS**

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MARIAMA SHAHEED CARSON

3651 TOTEM LANE, INDIANAPOLIS, IN 46208

Signature: MARIAMA SHAHEED CARSON

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**ARTICLE IV – GENERAL INFORMATION**

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Effective Date: 12/19/2014

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

**The purposes/nature of business**

PUBLIC CHARTER SCHOOL

**Distribution of assets on dissolution or final liquidation**

ONLY TO ANOTHER 501(C)(3) ENTITY

**AMENDED AND RESTATED ARTICLES OF INCORPORATION**  
**OF**  
**GLOBAL PREPARATORY ACADEMY INC.**

**ARTICLE I**  
**Name**

The name of the corporation shall be Global Preparatory Academy Inc. (“Corporation”).

**ARTICLE II**  
**Type of Corporation**

The Corporation shall be a public benefit corporation.

**ARTICLE III**  
**Members**

The Corporation shall not have members.

**ARTICLE IV**  
**Purpose**

“Section 4.1. Purpose. The Corporation is organized exclusively for charitable, scientific and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), or the corresponding provision of any future federal tax code, including, for such purposes, the making of distributions to educational organizations that qualify as exempt organizations described under Section 501(c)(3) of the Code, or corresponding section of any future federal tax code. In furtherance thereof, the Corporation’s purposes shall include the following:

- (a) to organize, manage and operate a public charter school in Indianapolis, Indiana within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any future federal tax code, for children in grades K through 8;
- (b) to support, promote, advocate and/or advance the education of children attending the school and the greater Indianapolis community;
- (c) to provide educational alternatives for families in the greater Indianapolis community;
- (d) to solicit and raise funds and endowments, and to receive by way of gift, purchase, grant, devise or otherwise any property, real, personal or mixed, and to hold, use, maintain, lease, encumber, sell, convey and otherwise dispose of such property in the furtherance of the purposes of this Corporation;

- (e) to promote, support, and conduct charitable scientific and/or educational activities qualifying under Section 501(c)(3) of the Code, or the corresponding provision of any future federal tax code;
- (f) to make gifts, grants or donations to other exempt charitable organizations, and to promote and support the charitable scientific, and educational activities of other exempt charitable organizations;
- (g) to engage in such pursuits as may be necessary or incidental, or which may aid and assist, in carrying of the Corporation's purposes.

Section 4.2. Powers. This Corporation shall have all of the general rights, privileges, immunities, franchises and powers conferred upon corporations created pursuant to the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), but shall be limited to the exercise of only such powers as are: (a) in furtherance of the purposes expressly provided for in Section 4.1 of these Articles of Incorporation, (ii) in furtherance of activities permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or the corresponding provision of any future federal tax code, and (c) in furtherance of activities to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2) and Section 2522(a)(2) of the Code, or the corresponding provision of any future federal tax code. Subject to the limitations and restrictions imposed by law or these Articles of Incorporation, as amended from time to time, the Corporation shall have the same powers as an individual to do all things necessary or convenient to carry out the purposes as set forth in these Articles of Incorporation, including, without limitation, the powers set forth in Section 23-17-4-2 of the Act.

## **ARTICLE V**

### **Registered Agent and Office; Consent to Appointment**

Section 5.1. Registered Agent and Office. The name of the registered agent is David Shaheed. The mailing address of the registered office is P.O. Box 2287, 12231 Geist Cove Drive, Indianapolis, IN 46206.

Section 5.2. Consent. The person named in Section 5.1 of these Articles of Incorporation has consented to his appointment as registered agent.

## **ARTICLE VI**

### **Term of Existence**

The Corporation shall have perpetual existence.

## **ARTICLE VII**

### **Board of Directors**

Section 7.1 Authority of the Board. The control and management of the property, affairs, business, and activities of the Corporation shall be vested in the Board of Directors. The Board of Directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the By-Laws of the Corporation,

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AMENDED AND RESTATED ARTICLES OF INCORPORATION



as now or hereafter in effect.

Section 7.2. **Number, Election and Removal of Directors.** The directors of the Corporation shall be appointed, elected, removed, and hold office as specifically provided in the By-Laws of the Corporation. Initially the Board of Directors shall consist of seven (7) directors. Thereafter, the number of directors shall be as specified in or fixed in accordance with the By-Laws of the Corporation; provided, however, that the minimum number of directors shall not be less than three (3). The term of office of a director shall be as specified in the By-Laws. Terms of office of directors may be staggered as specified in the By-Laws.

## **ARTICLE VIII**

### **Indemnification**

Section 8.1. **Indemnification.** To the fullest extent permitted by law, this Corporation shall indemnify its directors and officers against all expenses (including attorney's fees and disbursements), judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any actual or threatened action or proceeding (including civil, criminal, administrative or investigative proceedings, whether formal or informal) arising out of their service to the Corporation or to another organization at the Corporation's request. Employees and agents who are not directors or officers of the Corporation may be similarly indemnified in respect of such service to the extent authorized at any time by the Board of Directors. The provisions of this Section shall be applicable to actions or proceedings commenced after the adoption hereof, whether arising from acts or omissions occurring before or after the adoption hereof, and to persons who have ceased to be Directors, officers, employees or agents, and shall inure to the benefit of their heirs, executors and administrators.

Section 8.2. **Other Rights Not Affected.** It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Section 8.3. **Insurance.** The Board of Directors shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees and other agents, against any liability asserted against or incurred by such persons such capacity or arising out of the person's status as such.

## **ARTICLE IX**

### **Provisions for Regulation and Conduct of the Affairs of the Corporation**

Section 9.1 **Prohibition of Distribution to Private Persons.** No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, agents or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in

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AMENDED AND RESTATED ARTICLES OF INCORPORATION

furtherance of the purposes set forth in Article IV hereof.

Section 9.2 Prohibition of Legislative and Political Activity. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 9.3 Prohibition of Activities Not Permitted by Exempt Organizations. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities that are not in furtherance of the primary purposes of the Corporation and that are not permitted to be carried on: (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or corresponding provisions of any subsequent federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code or corresponding provisions of any subsequent federal tax code.

Section 9.4 Intention that Corporation Qualify for Exemption from Federal Income-Gift and Estate Taxes. The Corporation intends that the Corporation shall qualify as a tax-exempt organization under Section 501(c)(3) of the Code or corresponding provisions of any subsequent federal tax code, and that contributions to the Corporation shall qualify for deductions from Federal income, estate and gift taxes under Section 170(c)(2), Section 2055(a)(2), and Section 2522(a)(2) of the Code or corresponding provisions of any subsequent federal tax code, respectively, and all questions applicable to the Corporation shall be resolved accordingly, notwithstanding any provision in these Articles of Incorporation that might be construed as compromising this objective. The powers and discretion of the Board of Directors or the officers with respect to administration of the Corporation shall not be exercised or exercisable except in a manner consistent with the Corporation's intent as expressed in this Section. To the extent that any other provision of these Articles of Incorporation conflicts with the Corporation's primary intent as expressed in this Section, giving rise to ambiguity, the ambiguity shall be resolved in such manner as to give effect to this Section. Should there be an ambiguity as to whether any provision necessary for qualification of the Corporation as a tax exempt organization or for qualification of contributions to the Corporation for deductions from federal income, estate and gift tax is included in these Articles of Incorporation, the ambiguity shall be resolved in such manner as to give effect to this Section.

## **ARTICLE VII**

### **Dissolution**

Section 10.1 Distribution of Assets. In the event of the complete liquidation or dissolution of the Corporation or the winding up of its affairs, the Board of Directors shall distribute the assets of the Corporation as follows:

- (a) First, to satisfy outstanding payroll obligations for employees of the Corporation;
- (b) Second, to satisfy, or make provisions for the payment of, liabilities owed to creditors of the Corporation;
- (c) Third, to the common school fund to satisfy any outstanding debt to the common

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AMENDED AND RESTATED ARTICLES OF INCORPORATION

school fund;

- (d) Fourth, (i) with respect to any remaining funds received from the Indiana Department of Education, such funds shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution, and (ii) with respect to any funds received from any other governmental agency such remaining funds shall be returned to such governmental agency if required by state law; and
- (e) Fifth to one or more tax exempt organizations that are organized and operated for nonprofit educational purposes within the meaning of Section 501(c)(3), or if required by law to the State of Indiana or City of Indianapolis for a public purpose.

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under subdivision (a) above, the priority of the distribution of assets may be determined by the Judge in the Circuit Court of Marion County, Indiana. Any assets not disposed as provided in subdivisions (a) through (e) of this Section 10.1 shall be disposed by the judge in the Circuit Court of Marion County, Indiana to one or more organizations, as said court shall determine which are organized and operating for nonprofit educational purposes within the meaning of Section 501(c)(3).

## **ARTICLE XI**

### **Amendments to Articles of Incorporation and Bylaws**

Section 11.1. By-Laws. The power to make, adopt, alter, amend, modify or repeal the By-Laws of the Corporation shall be vested only in the board of directors, as specifically provided in the bylaws.

Section 11.2. Amendment to Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment requires the affirmative vote of at least a majority of the actual number of directors then in office. The directors shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

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AMENDED AND RESTATED ARTICLES OF INCORPORATION

BY-LAWS  
OF  
GLOBAL PREPARATORY ACADEMY, INC.

Article 1.

Definitions

Section 1.01 Name. The "Corporation" shall mean: Global Preparatory Academy, Inc., its successors and assigns. It shall be a nonprofit organization incorporated under the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act").

Section 1.02 Board. The "Board" shall mean the Board of Directors of the Corporation.

Article 2.

Purposes, Objectives and Governing Instruments

Section 2.01 Charitable, Educational, and Scientific Purposes and Powers. The purposes of the Corporation, as set forth in the Articles of Incorporation, are exclusively charitable, educational, or religious, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future Federal tax law ("Section 501(c)(3)"). In furtherance of such purposes, the Corporation shall have the same powers as an individual to do all things necessary or convenient to carry out the purposes, as set forth in the Articles of Incorporation and these By-Laws. The specific purposes of the Corporation are to offer free education resources for children and improve the lives children throughout Marion County, Indiana with educational grants and assistance.

Section 2.02 Governing Instruments. The Corporation shall be governed by its Articles of Incorporation and its By-Laws.

Section 2.03 Nondiscrimination Policy. The Corporation will not practice or permit any unlawful discrimination on the basis of sex, age, race, color, national origin, religion, physical handicap or disability, or any other basis prohibited by law.

Section 2.04 Limitations on Activities. No part of the activities of the Corporation shall consist of participating in, or intervening in, any political campaign on behalf of or in opposition to any candidate for public office, nor shall the Corporation operate a social

club or carry on business with the general public in a manner similar to an organization operated for profit. Notwithstanding any other provision of these By-Laws, the Corporation shall not carry on any activity not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax law.

Article 3.

Membership

The Corporation has no members.

Article 4.

Directors

Section 4.01 Functions. Subject to the provisions of law, of the Articles of Incorporation and of these By-Laws, but in furtherance and not in limitation of any rights and powers thereby conferred, The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

Section 4.02 Number. The authorized number of Directors shall be set within the range of seven (7) and fifteen (15). Initially there shall be seven (7) Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than seven (7) nor increased to more than fifteen (15) Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions.

Section 4.03 Election. The Board of Directors shall be elected at the annual meeting provided in this Article 4 of these By-Laws. The members of the Board of Directors shall be divided into three classes as nearly equal in number as possible. The terms of Directors in the first group expire at the first annual meeting after their election, the terms of the second group expire at the second annual meeting after their election, and the terms of the third group expire at the third annual meeting after their election. At each annual meeting held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires.

Section 4.04 Term. Except for the class I and class II initial Directors who will have an initial term of approximately one year and two years respectively, each member of the Board of Directors shall serve for a term of three (3) year(s) or until a successor is elected and qualified, or until the member has resigned or been removed. Incumbent Directors shall be eligible for re-election and the number of years a person may serve as a Director is not limited.

Section 4.05 Vacancies. Any newly created directorships and any vacancy among the Directors caused by death, resignation, removal or otherwise may be filled by the remaining Board of Directors, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified Resignation. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the President or the Secretary of the Corporation. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Section 4.07 Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Act by the vote of a majority of the directors then in office.

Section 4.08 Annual Meeting. A meeting of the Board shall be held annually at such place, on such date and at such time as may be fixed by the Board, for the purpose of organization, election of Directors and officers, receiving annual reports of the Board, and for the transaction of such other business as may be brought before the meeting. The annual meeting shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. If such meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein.

Section 4.09 Regular and Special Meetings. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairman of the Board, the President, and shall be called by order thereof upon the written request of at least a majority of the Directors then in office, which request shall set forth the business to be conducted at such meeting.

Section 4.10 Notice of Meetings. No notice need be given of any annual or regular meeting of the Board. Written notice of a special meeting of the Board shall be given by service upon each Director in person, by telephone, telegraph, teletype or other form of wire or wireless communication, or by mailing the same to him at his or her post office address as it appears upon the books of the Corporation at least two business days (Saturdays, Sundays and legal holidays not being considered business days for the purpose of these By-Laws) if given in person, or at least four business days, if given by mailing the same, before the date designated for such meeting specifying the place, date and hour of the meeting. Notice of any meeting of the Board of Directors may be waived in a document signed by the Director entitled to notice and filed with the minutes or the corporate record. A Director's attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director at the beginning of the meeting or promptly upon the director's arrival objects to holding the meeting or

transacting business at the meeting and does not vote for or assent to action taken at the meeting. Whenever all of the Directors shall have waived notice of any meeting either before or after such meeting, such meeting shall be valid for all purposes. In any case, any acts or proceedings taken at a Directors' meeting not validly called or constituted may be made valid and fully effective by ratification at a subsequent Directors' meeting that is legally and validly called. Except as otherwise provided herein, notice of any Directors' meeting or any waiver thereof need not state the purpose of the meeting, and, at any Directors' meeting duly held as provided in these By-Laws, any business within the legal province and authority of the Board may be transacted.

Section 4.11 Quorum. At any meeting of the Board, a majority of the Directors then in office immediately before a meeting begins shall be necessary to constitute a quorum for the transaction of business. However, should a quorum not be present, a majority of the Directors present may adjourn the meeting from time to time to another time and place, without notice other than announcement at such meeting, until a quorum shall be present.

Section 4.12 Voting. At all meetings of the Board, each Director shall have one vote. If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present when the act is taken is the act of the Board of Directors.

Section 4.13 Action Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or any such committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or any such committee shall be filed with the minutes of the proceedings of the Board or such committee. Action taken under this Section is effective when the last Director signs the consent, unless the consent specifies a prior or subsequent effective date.

Section 4.14 Committee. The Board, by resolution adopted by a majority of the Directors then in office, may designate from among the Directors an executive committee and other standing committees, each consisting of three or more Directors, to serve at the pleasure of the Board, and each of which, to the extent provided in such resolution, shall have the authority of the Board. The Board may designate one or more Directors as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4.15 Participation by Telephone. Any one or more members of the Board or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Article 5.

Officers

Section 5.01 Election and Qualifications; Term of Office. The Officers of the Corporation shall be a President, a Secretary, a Treasurer, and a Vice-President. The Officers shall be elected by the Board at the annual meeting of the Board and each Officer shall hold office for a term of one year and until such Officer's successor has been elected or appointed and qualified, unless such Officer shall have resigned or shall have been removed as provided in Sections 5.13 and 5.14 of this Article. The same person may hold more than one office, except that the same person may not be both President and Secretary. The Board may appoint such other Officers as may be deemed desirable, including one or more Vice-Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Such Officers shall serve for such period as the Board may designate.

Section 5.02 Vacancies. Any vacancy occurring in any office, whether because of death, resignation or removal, with or without cause, or any other reason, shall be filled by the Board.

Section 5.03 Powers and Duties of the President. The President shall be the Chief Executive Officer of the Corporation and shall serve as the Chairperson of the Board. The President shall from time to time make such reports of the affairs and operations of the Corporation as the Board may direct and shall preside at all meetings of the Board. The President shall have such other powers and shall perform such other duties as may from time to time be assigned to the President by the Board.

Section 5.04 Powers and Duties of the Vice-Presidents. Each of the Vice-Presidents, if any, shall have such powers and shall perform such duties as may from time to time be assigned to such Vice President by the Board. One Vice-President may serve as the Vice Chairman of the Board of Directors and as such shall discharge such duties of the Chairman of the Board when the Chairman of the Board is absent.

Section 5.05 Powers and Duties of the Secretary. The Secretary shall record and keep the minutes of all meetings of the Board. The Secretary shall be the custodian of, and shall make or cause to be made the proper entries in, the minute book of the Corporation and such books and records as the Board may direct. The Secretary shall be the custodian of the seal of the Corporation and shall affix such seal to such contracts, instruments and other documents as the Board or any committee thereof may direct. The Secretary shall have such other powers and shall perform such other duties as may from time to time be assigned to the Secretary by the Board.

Section 5.06 Powers and Duties of the Treasurer. The Treasurer shall be the custodian of all funds and securities of the Corporation. Whenever so directed by the Board, the Treasurer shall render a statement of the cash and other accounts of the Corporation, and the Treasurer shall cause to be entered regularly in the books and records of the Corporation to be kept for such purpose full and accurate accounts of the Corporation's



receipts and disbursements. The Treasurer shall at all reasonable times exhibit the books and accounts to any Director upon application at the principal office of the Corporation during business hours. The Treasurer shall have such other powers and shall perform such other duties as may from time to time be assigned to the Treasurer by the Board.

Section 5.07 Other Committees. The Board of Directors may, by resolution, constitute and appoint such other committees to perform such other duties and functions, as the Board may deem appropriate.

Section 5.08 Committee Term of Office. Each member of every committee shall continue in office for a term of one year or until the task of the committee has been completed, whichever occurs first.

Section 5.09 Committee Chairperson. One member of each committee shall be appointed chairperson by the President.

Section 5.10 Committee Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting which a quorum is present shall be the act of the committee.

Section 5.11 Committee Rules. Each committee may adopt rules for its own government not inconsistent with the Articles of Incorporation, with the By-Laws, with rules adopt by the Board of Directors, or with any applicable law of the State of Indiana.

Section 5.12 Delegation. In case of the absence of any Officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may at any time and from time to time delegate all or any part of the powers or duties of any Officer to any other Officer or to any Director or Directors.

Section 5.13 Removal. Any Officer may be removed from office at any time, with or without cause, by a vote of a majority of the Directors then in office at any meeting of the Board.

Section 5.14 Resignation. Any Officer may resign his or her office at any time, such resignation to be made in writing and to take effect immediately without acceptance by the Corporation.

## Article 6.

### Bank Accounts, Checks, Contracts and Investments

Section 6.01 Bank Accounts, Checks and Notes. The Board is authorized to select the banks or depositories it deems proper for the funds of the Corporation. The Board shall determine who shall be authorized from time to time on the Corporation's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness.

Section 6.02 Contracts. The Board may authorize any Officer, employee or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or render it liable for any purpose or to any amount.

Section 6.03 Investments. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, or stocks, bonds or other securities, as the Board may deem desirable.

#### Article 7.

##### Indemnification

Section 7.01 Indemnity Under Law. To the extent not inconsistent with the laws of the State of Indiana, every person (and the heirs, estate, executors, administrators and personal representatives of such person) who is or was a Director or Officer of the Corporation (each an “Indemnatee”) shall be indemnified by the Corporation as provided in the Act. The Corporation may indemnify and advance expenses to an employee or agent of the Corporation, whether or not a Director, to the same extent as to a Director.

##### Section 7.02 Additional Indemnification.

(a) The Corporation hereby agrees to hold harmless and indemnify each Indemnatee from and against, and to reimburse the Indemnatee for, any and all judgments, fines, liabilities, amounts paid in settlement and reasonable expenses, including attorneys’ fees actually and necessarily incurred, as a result of or in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, other than one by or in the right of the Corporation to procure a judgment in its favor, including an action, suit or proceeding by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise for which the Indemnatee served in any capacity at the request of the Corporation, to which the Indemnatee is, was or at any time becomes a party, or is threatened to be made a party, or as a result of or in connection with any appeal therein, by reason of the fact that the Indemnatee is, was or at any time becomes a Director or Officer of the Corporation, or is or was serving or at any time serves such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, whether arising out of any breach of the Indemnatee’s fiduciary duty as a Director or Officer of such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise under any state or federal law or otherwise; provided, however, that no indemnity pursuant to this Section 7.02 shall be paid by the Corporation (i) if a judgment or other final adjudication adverse to the Indemnatee establishes that the Indemnatee’s acts were committed in bad faith or were the result of active and

deliberate dishonesty and were material to the cause of action so adjudicated, or that the Indemnatee personally gained in fact a financial profit or other advantage to which the Indemnatee was not legally entitled; or (ii) if a final judgment by a court having jurisdiction in the matter shall determine that such indemnification is not lawful. The termination of any such civil or criminal action or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create any presumption that the Indemnatee acted in bad faith and/or was dishonest.

(b) The obligation of the Corporation to indemnify contained herein shall continue during the period the Indemnatee serves as a Director or Officer, of the Corporation and shall continue thereafter so long as the Indemnatee shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that the Indemnatee was a Director or Officer of the Corporation or served at the request of the Corporation in any capacity for any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise.

(c) Promptly after receipt by the Indemnatee of notice of the commencement of any action, suit or proceeding, the Indemnatee will, if a claim in respect thereof is to be made against the Corporation under this Section 7.02, notify the Corporation of the commencement thereof; but the omission so to notify the Corporation will not relieve the Corporation from any liability which it may have to the Indemnatee otherwise than under this Section 7.02. With respect to any such action, suit or proceeding as to which the Indemnatee notifies the Corporation of the commencement thereof:

(i) The Corporation will be entitled to participate therein at its own expense.

(ii) Except as otherwise provided in the last sentence of this Section 7.02(c)(ii) to the extent that it may wish, the Corporation jointly with any other indemnifying party similarly notified will be entitled to assume the defense thereof, with counsel satisfactory to the Indemnatee. After notice from the Corporation to the Indemnatee of its election so to assume the defense thereof, the Corporation will not be liable to the Indemnatee under this Section 7.02 for any legal or other expenses subsequently incurred by the Indemnatee in connection with the defense thereof other than reasonable costs of investigation or as otherwise provided in the last sentence of this Section 7.02(c)(ii). The Indemnatee shall have the right to employ his or her own counsel in such action, suit or proceeding but the fees and expenses of such counsel incurred after notice from the Corporation of its assumption of the defense thereof shall be at the expense of the Indemnatee unless (A) the employment of counsel by the Indemnatee has been authorized by the Corporation in connection with the defense of such action, (B) the Indemnatee shall have reasonably concluded that there may be a conflict of interest between the Corporation

and the Indemnatee in the conduct of the defense of such action, or (C) the Corporation shall not in fact have employed counsel to assume the defense of such action, in each of which cases the fees and expenses of counsel for the Indemnatee shall be borne by the Corporation (it being understood, however, that the Corporation shall not be liable for the expenses of more than one counsel for the Indemnatee in connection with any action or separate but similar or related actions in the same jurisdiction arising out of the same general allegations or circumstances). The Corporation shall not be entitled to assume the defense of any action, suit or proceeding brought by or on behalf of the Corporation or as to which the Indemnatee shall have made the conclusion provided for in clause (B) of the preceding sentence of this Section 7.02(c)(ii).

(iii) Anything in this Section 7.02 to the contrary notwithstanding, the Corporation shall not be liable to indemnify the Indemnatee under this Section 7.02 for any amounts paid in settlement of any action or claim effected without the Corporation's written consent. The Corporation shall not settle any action or claim in any manner which would impose any penalty or limitation on the Indemnatee without the Indemnatee's written consent. Neither the Corporation nor any such person will unreasonably withhold their consent to any proposed settlement.

(d) In the event of any threatened or pending action, suit or proceeding which may give rise to a right of indemnification from the Corporation to the Indemnatee pursuant to this Section 7.02, the Corporation shall pay, on demand, in advance of the final disposition thereof, expenses incurred by the Indemnatee in defending such action, suit or proceeding, other than those expenses for which the Indemnatee is not entitled to indemnification pursuant to clause (ii) of the proviso to Section 7.02(a) or Section 7.02(b). The Corporation shall make such payments upon receipt of a written request made by the Indemnatee for payment of such expenses together with (i) a written affirmation by the Indemnatee of the Indemnatee's good faith belief that the Indemnatee has met the standard of conduct described in IC 23-17-16-8 of the Act and Section 7.02(a) of these By-Laws, (ii) a written undertaking by or on behalf of the Indemnatee to repay any advance if it is ultimately determined that he or she did not meet the standard of conduct described in IC 23-17-16-8 of the Act or is not entitled to be indemnified by the Corporation under Section 7.02(a) of these By-Laws, and (iii) evidence satisfactory to the Corporation as to the amount of such expenses. The Indemnatee's written certification together with a copy of the statement paid or to be paid by the Indemnatee shall constitute satisfactory evidence as to the amount of such expenses.

(e) The rights to indemnification and advancement of expenses granted to the Indemnatee under this Article VII shall not be deemed exclusive, or in limitation of any other rights to which the Indemnatee may now or hereafter be entitled under the Corporation's Articles of Incorporation or otherwise under the

Corporation's By-Laws, as now in effect or as hereafter amended, any agreement, any vote of Directors, any applicable law, or otherwise.

Section 7.03 Limitation. No amendment, modification or rescission of this Article VII shall be effective to limit any person's right to indemnification with respect to any alleged cause of action that accrues or other incident or matter that occurs prior to the date on which such modification, amendment or rescission is adopted.

## Article 8

### Conflict of Interest

Section 8.01 Purposes. It is important for Global Preparatory Academy, Inc. Directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the Corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the Corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more Corporations. The purpose of the conflict of interest policy is to protect the Corporation's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the Corporation's obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the Corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the Board of Directors and the staff of the Corporation has a duty of loyalty to the Corporation. The duty of loyalty generally requires a Director or staff member to prefer the interests of the Corporation over the Director's/staff's interest or the interests of others. In addition, Directors and staff of the Corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the Corporation or cause there to arise any sanction or penalty by a governmental authority.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.

8.02 Definitions.

(a) Interested Person-- Any Director, principal officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest-- A person has a financial interest if the person has, directly or indirectly, thorough business, investment, or family:

(i) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

(ii) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

(iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article 8, Section 8.02, a person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

8.03 Procedures.

(a) Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given an opportunity to disclose all material facts to the Directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) Violation of the Conflict of Interest Policy: If the governing Board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(d) If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article 9

Prohibited Activities

Notwithstanding any other provision of these By-Laws, no Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

Article 10

Dissolution

The Corporation may be dissolved only upon adoption of a plan of dissolution and distribution of assets by the Board that is consistent with the Articles of Incorporation and with State law. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably to another education-focused nonprofit corporation recognized by IRS as a 501(c)(3) entity.

Article 11

Amendments

These By-Laws may be altered, amended, added to or repealed at any meeting of the Board called for that purpose by the vote of a majority of the Directors then in office.

Article 12

Construction

In the case of any conflict between the Articles of Incorporation of the Corporation and these By-Laws, the Articles of Incorporation of the Corporation shall control.

These By-Laws were approved and adopted at a meeting of the Board of Directors of  
Global Preparatory Academy, Inc. on \_\_\_\_\_, 20 15.

\_\_\_\_\_  
Board Secretary

INDS01 1506803v2



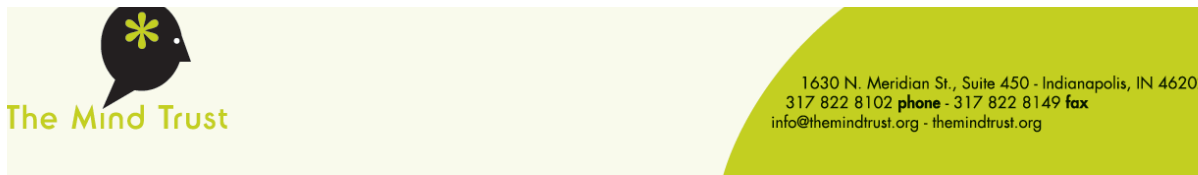
## ATTACHMENT T

Listed below are identified community partners. We will continue to reach out to a wide range of community leaders, local organizations, and families throughout the school development process.

<b>Name of Organization</b>	<b>Representative from Organization</b>	<b>Address, phone number, and email address</b>	<b>Nature of partnership with the school</b>	<b>Is a letter of support included in the application?</b>
La Plaza	Miriam Davis, CEO	8902 East 38 <sup>th</sup> Street, Indianapolis, IN 46226 (317) 890-3292 <a href="mailto:Miriam@laplaza-indy.org">Miriam@laplaza-indy.org</a>	Provide wrap around services to students and families in the school. Community Outreach	Yes
Indiana Latino Initiative	Marleen Dodson, CEO	445 North Pennsylvania Street, Indianapolis, IN 46204 (317) 472-1055 <a href="mailto:mdotson@indianalatin.com">mdotson@indianalatin.com</a>	Community Outreach, High School Tutors	Yes
Lafayette Square Coalition	Mary Clark, Executive Director	3610 Guion Road, Indianapolis, IN 46222 (317) 925-5722 <a href="mailto:mclark@imcoalition.org">mclark@imcoalition.org</a>	Community outreach	Yes
Indianapolis Marion County Public Library	Jackie Nytes, CEO	2450 N Meridian St Indianapolis, IN (317) 275-4840 <a href="mailto:Jackie@jackienytes.com">Jackie@jackienytes.com</a>	Library and literacy services and support	Yes
Eskenazi Health	Matt Guitwein - CEO	720 Eskenazi Avenue, Indianapolis, IN 46202 (317) 880-0000 <a href="mailto:dskeen@hhcorp.org">dskeen@hhcorp.org</a>	Health and Wellness Programming	Yes
The Mind Trust	David Harris – CEO and	1630 N Meridian St Suite 450	Community outreach	Yes

	Founder	Indianapolis, Indiana, 46202 <a href="mailto:dharris@themindtrust.org">dharris@themindtrust.org</a>		
IUPUI	Dr. Annela Teemant, Professor – Second Lang. Acquisition	902 West New York Street, Indianapolis, IN 46202 (317) 274-6801 <a href="mailto:ateemant@iupui.edu">ateemant@iupui.edu</a>	Curriculum design, professional development, ESL certification for teachers	Yes
Indianapolis Museum of Art	Heidi Davis- Soylu – Director of Educational programs	4000 Michigan Rd, Indianapolis, IN 46208 (317) 923-1331 <a href="mailto:hdavis-soylu@imamuseum.org">hdavis-soylu@imamuseum.org</a>	Curriculum and Arts connections for integrated study.	Yes
Shalom Healthcare	Morella Dominguez - Community Relations/Mark eting Director	3400 Lafayette Rd # 200, Indianapolis, IN 46222 (317) 291-7422 <a href="mailto:mdominquez@shalomhealthcare.org">mdominquez@shalomhealthcare.org</a>	Wellness support in the building (school nursing, vision and hearing screens, immunizations, etc.)	

## ATTACHMENT N



March 10, 2015

The Honorable Gregory Ballard  
Mayor, City of Indianapolis  
200 E Washington St, Suite 2501  
Indianapolis, IN 46204

Dear Mayor Ballard:

It is with great enthusiasm that I write to support Mariama Carson's charter application for the Global Preparatory Academy. The Mind Trust currently supports Carson as an Education Entrepreneur Fellow, and we will continue to support her as she launches her high performing, dual language immersion charter school

I first got to know Ms. Carson as she applied for our Fellowship. The Mind Trust staff, as well as a panel of national education experts (Sekou Biddle, Vice President of Advocacy, United Negro College Fund; Neerav Kingsland, former CEO, New Schools for New Orleans; Jim Schumacher, Board Member, The Mind Trust; Ariela Rozman, CEO, The New Teacher Project; and Indrina Kanth, Chief of Staff, New Schools for New Orleans), were consistently impressed by her teaching and leadership experience and her clear vision for an excellent school. Ms. Carson was unanimously recommended for our Fellowship and approved by our board of directors. She began as a Fellow in the summer of 2014 and has spent that time developing her vision and launch plan for Global Preparatory Academy.

Ms. Carson is nationally recognized for her abilities as an educator. She won the Milken National Educator Award in 2004 and was later brought into school leadership in Pike Township. When she was hired in 2009 as the principal of Snacks Crossing Elementary School, the school was rated as a D by the Department of Education and was on probation for consistent under performance. In just four years under Carson's leadership, the school, at which 75 percent of students qualify for free or reduced price lunch, received a B rating, and ISTEP+ scores rose 14 points in reading and 22 points in math. To achieve this, she implemented a data-based behavior program that decreased office referrals by 60 percent. She sought external grant funding to hire an external consultant to create an instructional culture centered around data-based decisions and student outcomes.

After 17 years in a traditional school district, Ms. Carson is eager for the autonomies that charter school leadership provides. The Mind Trust will continue to support her in any way we can. I cannot think of a stronger leader to launch a new charter school in Indianapolis, and I offer my unreserved support in her application. If I can offer additional insights or detail, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "David Harris".

David Harris  
Founder and CEO



February 22, 2015

Mr. Brandon Brown  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46204

Mr. Brown:

I am pleased to submit a letter of support for Global Preparatory Academy. I am thoroughly impressed with the vision for a dual language school in the International Marketplace. When I heard about a school focused on global education and teaching through bilingualism coming to the city, I knew that this would be an excellent location for the school. I have long believed that the northwest side of Indianapolis is a prized location where there is so much life and a multitude of opportunities for family. The possibility of bringing a high quality school to the area that is specifically focused on the diversity of this area is more than welcome.

The International Marketplace is over 57% ethnically diverse, with over 70 different languages spoken and more than 400 family friendly, multi-continent food courts and ethnic businesses from North & South America, Africa, Asia, and Europe. As an area of town where over 900 acres has been transformed into a place where new Americans find home, work and play, we strongly support comprehensive bilingual education

I look forward to partnering with Global Preparatory Academy as we collectively work to enhance and improve the lives for families in and near the International Marketplace.

Sincerely,

Mary Clark  
Executive Director; International Marketplace



3610 Guion Road • Indianapolis, IN 46222 317.331.3909  
[www.imcoalition.org](http://www.imcoalition.org)



3838 North Rural Street  
Indianapolis, IN 46205

tele 317-221-2000

fax 317-221-2020

[www.hhcorp.org](http://www.hhcorp.org)

March 2, 2015

Mr. Brandon Brown  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46204

Dear Mr. Brown:

I am pleased to submit a letter of support for Global Preparatory Academy on behalf of Eskenazi Health. The mission of Eskenazi Health is to advocate, care, teach and serve. We are committed to meeting the needs of the underserved and all people of Marion County. While our work is done throughout the city, we serve the northwest side of Indianapolis through a thriving clinic located off of 38<sup>th</sup> street.

Eskenazi Health was excited to learn that Global Preparatory Academy will be located in the vicinity of our work on the northwest side of Indianapolis. The location truly allows us to work collaboratively with families who attend the school and live within the community that we actively serve. I know Mariama Carson personally and am also aware of her strong reputation as an educator in the community. Because of her leadership, I am positive that Global Preparatory Academy will be of service to students and families in many crucial ways. We are specifically interested in finding ways that Eskenazi Health can partner with the school around the areas of health and wellness for students and their families.

We look forward to partnering with Global Preparatory Academy as our mission to serve the community is very much aligned with Global Preparatory Academy's goal to provide the highest quality of instruction through language immersion and experiential learning to the students of northwest Indianapolis.

Sincerely,

  
Matthew R. Gutwein  
President and Chief Executive Officer  
Health and Hospital Corporation of Marion County



March 5, 2015

Brandon Brown, Director of Charter Schools  
Office of the Mayor  
200 East Washington Street, Suite 2501  
Indianapolis, Indiana 46204

Dr. Mr. Brown:

Please accept this letter of support for Global Preparatory Academy's application to launch a high quality K-8 Dual Language School. We at the Indianapolis Museum of Art are committed to working with schools to bring the arts to life. We are particularly excited to work alongside the Global Prep team as we work to infuse the arts directly into the interdisciplinary curriculum that they are working to create. It is rare that we have the opportunity to connect with schools in their beginning stages. With more than a year before the school opens to students, we have the necessary time to develop a strong partnership that will serve the students and maximize our educational impact.

As the largest visual arts institution in the state, the IMA enhances the overall quality of life in Indiana through the presentation of distinctive exhibitions and innovative programmatic offerings for diverse audiences, the collection and care of more than 54,000 works of art, and the preservation of more than 152-acres of historic gardens and grounds. In addition to the IMA's annual Summer Camps program, several of the Museum's educational initiatives include: *Viewfinders*, a school program that offers teachers training and support in using Visual Thinking Strategies in their classrooms; *After School*, an on-site after-school program for students in grades K-12, which builds relationships with local partner schools and engages underserved students and families; and *Toddler Art Groups (TAG)*, a program with partnering preschools in which youth ages 3-5 visit the Museum monthly to explore art through storytelling, dramatic play, music, art making, and art hunts in the galleries. Additional educational programming ranges from art making in The Virginia B. Fairbanks Art & Nature Park: 100 Acres; family activities in the galleries, such as *wee Wednesdays*; docent-led tours; and workshops for teachers.

It is my hope that Global Preparatory Academy will be able to take advantage of several of the offerings that the Indianapolis Museum of Art provides to local schools, including free, educational tours of its galleries led by professionally trained docents, as well as utilizing the IMA as a resource for educators through our professional development events, talks, and open houses. Additionally, I welcome this opportunity to establish new programs that meet the unique needs of this visionary school.

I believe Ms. Carson and her team have a thoughtful and well-developed vision for Global Preparatory Academy and that this school will serve Indianapolis students in ways that no other public school currently does. Global Preparatory Academy would be an invaluable asset to Indianapolis.

Sincerely,



Heidi Davis-Soylu  
Manager of Academic Engagement and Learning Research  
Indianapolis Museum of Art





March 2, 2015

Brandon Brown, Director of Charter Schools  
Office of the Mayor  
200 East Washington Street, Suite 2501  
Indianapolis, Indiana 46204

Dear Mr. Brown:

Please accept this letter of support for Mariama Carson's charter application for the authorization and launch of Global Preparatory Academy, a high quality K-8 school that uses language immersion and experiential learning to engage Indianapolis' most at-risk students.

Ms. Carson is a highly talented school leader, who has over seventeen years of experience as a district educator. I have known Ms. Carson for over ten years and have always admired her personal commitment to the community. During her time as an administrator and as a Fellow with the Mind Trust, she garnered much respect and admiration in the community, and hence built a strong network of stakeholders. She understands the value of these community connections and personal relationships and these efforts will enable the school to successfully build revenues, partnership opportunities and public support. During her formulation of the school, I have also been keenly interested in her careful dedication to researching the best practices for dual language education and ensuring she has built a structure to apply these principles.

Our mission at the Indiana Latino Institute is to improve health and advance education for the Indiana Latino community through advocacy, research and innovative programs. By adding opportunities for all students to study at the Global Preparatory Academy, they are clearly embracing the Latino culture, expanding cultural competency and advancing education for bilingual Latino youth. Global Preparatory Academy would be an invaluable asset to Indianapolis, and I strongly encourage you to grant Ms. Carson a charter to launch what will be a great school.

Many thanks,

A handwritten signature in black ink, appearing to read "Marlene Dotson".

Marlene Dotson  
President and CEO

[indianalatinoinstitute.org](http://indianalatinoinstitute.org)

401 W. Michigan St., Suite 100, Indianapolis, IN 46202 p: 317.472.1055 f: 317.472.1056 Toll Free: 1.888.794.4291



**La Plaza, Inc.**

8902 E. 38th Street  
Indianapolis, IN 46226  
t 317.890.3292  
f 317.898.4397  
[www.laplaza-indy.org](http://www.laplaza-indy.org)

February 28, 2015

Mr. Brandon Brown  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46204

Mr. Brown,

This letter confirms La Plaza's commitment to partner with Global Preparatory Academy to provide educational and health and social services to children and families that are a part of this school. We are thrilled to support a dual language school that is long overdue in the city. Having worked with Mariama Carson in the past, I am positive that it will be a high caliber school that is sensitive to the needs of the diverse communities on the northwest side of Indianapolis.

La Plaza's mission is to strengthen Central Indiana by advocating and preparing Latino students for educational success and by connecting Latino families to health and social services.

Through such education programs as Summer Discovery, a five-week summer bridge program for elementary school children (focused on academic enrichment in reading, math, art, physical education, leadership, technology training, and exposure to college and careers) and the Leadership Institute for Latino Youth (LILY), a five-week summer academic program focused on post-secondary education and careers for middle and high school students, La Plaza's educational programs serve more than 2,000 youth annually and help improve the educational achievement of Latino students. Through collaboration and partnerships with schools and organizations like Global Preparatory Academy, we ensure that our work is impactful and far-reaching.

We look forward to partnering with Global Preparatory Academy as our missions to serve the community are very much aligned.

Sincerely,

Miriam Acevedo Davis  
President & CEO







February 28, 2015

Brandon Brown, Director of Charter Schools  
Office of the Mayor  
200 East Washington Street, Suite 2501  
Indianapolis, Indiana 46204

Dr. Mr. Brown:

It is with pleasure that I write this letter of support for Mariama Carson's application to launch Global Preparatory Academy (K-8) as a high quality dual language school in Indianapolis. I am a tenured Associate Professor with Indiana University's School of Education at IUPUI. My expertise is in second and foreign language teacher education in urban contexts. I have been awarded four U.S. Department of Education grants (over \$8 million) to study best professional development practices for preparing teachers of culturally, linguistically, and economically diverse students.

I first met Ms. Carson as she worked as principal at Snacks Crossing Elementary in The Metropolitan School District of Pike Township. I am impressed with her vision, competence, and commitment to establishing and nurturing the development of a high quality dual language school for students in underserved communities. In my experience, I have experienced Ms. Carson as innovative, highly talented, and a strong educational leader.

I am committed to providing my expertise to the curricular, pedagogical, cross-cultural, as well as logistical support of Ms. Carson's effort to establish Global Preparatory Academy. I have identified a team of university-based faculty committed to the success of the school. We are working to support and inform Ms. Carson's multi-year plan for teacher professional development prior to and following the school opening. We are also committed to identifying and placing high quality and multilingual teacher candidates in the school for service learning, instructional support, as well as formal student teaching in time. I am committed to providing my expertise to the

I believe Ms. Carson will assemble a thoughtful and innovative team for Global Preparatory Academy to serve Indianapolis students in ways that no other public school currently does. Global Preparatory Academy would be an invaluable asset to Indianapolis. She has my full support in this innovative endeavor.

Sincerely,

A handwritten signature in black ink that reads "Annala Teemant".

Annala Teemant  
Associate Professor of Second/Foreign Language Education  
Chair of Graduate and Professional Programs



March 11, 2015

Ms. Mariama Carson  
Education Entrepreneur Fellow  
The Mind Trust  
1630 N. Meridian Street, Suite 450  
Indianapolis, IN 46202

RE: Establishment of a Dual Language School for Indianapolis

Dear Mariama,

Thank you so much for the update on your research and plans to develop a dual language elementary school here in Indianapolis. I have followed your idea for a while now and am very excited to see how it is shaping up. We here at the Indianapolis Public Library know from our work throughout the library system that Indianapolis has quickly become a far more diverse community than folks may have imagined, and the rate of this change is accelerating. For someone who values all matters international, I find this development to be quite exciting and believe that it bodes well for our city and the future of its citizens. For the next generation of Indianapolis youth to function effectively in such an environment, we need the opportunity to prepare them differently. To give them better tools both in terms of life experience and mastery of languages.

As I look at your proposed school, I believe you will offer the community a significant step in the right direction to prepare our young people to function more effectively, not only here in Indianapolis, but also on the larger stage beyond our borders. Your model will not only provide the language skills needed for native speakers of both English and Spanish, it will also provide an intimate exposure to rich cultures on a daily basis through friendships and family interactions. These are the kinds of experiences that give our children strong foundations to head out into a more complex world.

Here at the Library we look forward to working with you at the school, especially through the eventual services of our shared system. And I personally wish you the very best in this important endeavor!

Sincerely,

A handwritten signature in blue ink that reads "M. Jacqueline Nytes".

M. Jacqueline Nytes  
Chief Executive Officer

MJN/ag

## **ATTACHMENT V**

**ATTACHMENT W****Timeline – Community Engagement, Staff & Student Recruitment**

	<b>Community Engagement/ Awareness</b>	<b>Staff Recruitment/Professional Development</b>	<b>Student Recruitment /continued engagement</b>
June 2015	Faith Community Engagement begins and will continue each month through conversations, meetings and our presence at events (northwest side of town)  Indiana Latino Expo	Attend Charter School Conference in New Orleans.	
July	Shalom Health Care Community Fair		Summer Camps – demo lessons
August		Hire Dual Language Coach	
September	La Plaza Fiesta  International Marketplace Taste Fair	Project GLAD administrator training for principal and Dual Language coach.	Preschool recruitment (Sept. – Nov.)
October			
November		La Cosecha Dual Language Conference and recruitment Fair	Global Prep Recruitment Fair in conjunction with an existing community event.
December		Finalize curriculum selections.	Kindergarten readiness testing– party and informational for students already enrolled.
<b>January 2016</b>		Hire Office manager	church bible studies and Sunday schools (Jan. – May)
February		Bilingual recruitment Fair – Houston Texas	Global Prep Recruitment Fair in conjunction with an

			existing community event.
March		Complete hiring *bi-monthly meetings begin with a focus on relationship building, cultural norming and shared learning.	Spring Break camps – demonstration lessons and parent information tables
April	Staff community engagement event	Co-lab Dual Language Learning conference (St. Louis)	Uniform discount day and informational for enrolled families.
May	Staff community engagement event	Staff map curriculum and unit design.	
June	Staff community engagement event	Summer Institute begins June 27.	
July		Pre-Opening Summer Institute continues	Summer picnic for enrolled families.
August		School Begins – August 1	

\*Staff Community engagement events will be structured as an opportunity for our staff to get involved or engaged in an event happening in our school area. We will participate as volunteers in an effort to get to know the community and families and to strengthen community partnerships.

**Timeline – Additional Considerations**

	<b>Begin</b>	<b>End</b>	<b>Task</b>	<b>Responsible</b>
<b>Funding</b>				
	5/15/15	8/1/15	Apply for Walton Family Foundation funding	Mariama Carson
	6/3/15	8/3/15	Apply for PCSP Grant	Mariama Carson
	7/1/15	10/30/15	Apply for additional grants	Mariama Carson & DL Coach
<b>Facilities</b>				
	5/1/15	5/30/15	Identify specific location for school	Mariama Carson & Board of Directors
	5/1/15	6/15/15	Identify specific needs for the school location and create timeline for space improvement	Mariama Carson & Board of Directors
	6/15/15	7/1/15	Determine costs for upgrades	Mariama Carson
	7/1/15	8/15/15	Assess technology accessibility and challenges	Mariama Carson & Terry Dwyer
	9/1/15	12/1/15	Space planning and upgrading	Mariama Carson
	1/10/16	1/30/16	Move-in to school location	ALL
<b>Curriculum</b>				
	5/1/15	11/30/15	Finalize Core Math, Social Studies, Science and Reading curricular possibilities (speak with vendors and gather cost information and implementation considerations)	Mariama Carson, Dual Language Coach
	11/1/15	12/15/15	Present final curriculum possibilities to educators, parents and committee members	Mariama Carson, Dual Language Coach
	1/1/16	1/30/15	Make final selections and purchase curriculum	Mariama Carson & Dual Language Coach
<b>Technology</b>				
	5/1/15	6/15/15	Determine specific technology needs.	Mariama Carson & Dual Language Coach
	6/15/15	7/30/15	Research technology providers and support packages.	Dual Language Coach
	7/30/15	8/1/15	Research technology available in English and Spanish for reading and math support.	Dual Language Coach
	8/30/15	9/30/15	Test products and obtain all pricing information.	Dual Language Coach
	9/15/15	10/30/15	Present research for input from advisors	Mariama Carson
	1/10/15	3/10/15	Purchase selected products	Mariama Carson
			Create 5 year strategic plan for	Mariama Carson

			technology integration and programming	& Board of Directors
<b>Student Information System</b>				
	6/1/15	9/1/15	Determine SIS needs	Mariama Carson & Dwyer, Lacey
	6/1/15	8/1/15	Research available options	Mariama Carson
	8/1/15	8/30/15	Present research for input from advisors	Mariama Carson
	9/1/15	9/30/15	Purchase SIS	Mariama Carson
<b>Other Services and Support</b>				
<b>Special Education</b>				
	5/1/15	7/1/15	Create timeline with INI Schools for implantation and support plans.	Mariama Carson & Azurlov
	8/1/15	12/1/15	Coordination mtg. with building Sped. Lead and INI	Mariama Carson
<b>Before and After Care</b>				
	8/1/15	8/30/15	Research available options	Mariama Carson & Leatherman
	9/1/15	11/30/15	Hold exploratory discussions	
	2/1/16	3/1/16	Enter into partnership	Mariama Carson
	3/1/16	3/30/16	Identify facility needs	Mariama Carson & Leatherman
<b>Community support services for Enrichment</b>				
	8/1/15	8/30/15	Research available options	Mariama Carson, Dual Language Coach
	9/1/15	11/30/15	Hold exploratory discussions	Mariama Carson, Dual Language Coach
	2/1/16	4/15/16	Enter into partnership	Mariama Carson
	5/1/16	6/1/16	Identify facility needs	Mariama Carson
<b>Art and Music Contracted services</b>				
	8/1/15	8/30/15	Research available options	Mariama Carson, Dual Language Coach
	9/1/15	11/30/15	Hold exploratory discussions	Mariama Carson, Dual Language Coach
	2/1/16	3/1/16	Enter into partnership	Mariama Carson
	3/1/16	3/30/16	Identify facility needs	Mariama Carson, Leatherman,

				Dwyer
<b>Accounting Services</b>				
	5/1/15	5/25/15	Research available options	Mariama Carson & Hampton, West
	5/25/15	6/15/15	Hold exploratory discussions	Mariama Carson
	6/1/15	6/30/15	Enter into partnership	Mariama Carson
<b>Custodial Services</b>				
	8/20/15	10/1/15	Research available options	Mariama Carson & Dwyer, Leatherman
	10/1/15	11/20/15	Hold exploratory discussions	Mariama Carson
	12/1/15	12/10/15	Enter into partnership	Mariama Carson



**ATTACHMENT X****Summer Institute Plan for Staff, June 27 – July 27**

<b>Week 1</b>	<u>Culture &amp; Community</u> *Global Prep’s Mission – “Who are we and what do we believe about all children ?” *Building culture of collaboration and respect – Staff & Students. <u>Instruction</u> *Dual Language 101 *Project GLAD – interdisciplinary instruction <u>Data</u> Using data to track progress and make instructional decisions (WIDA Access and “Can Do Descriptors”)
<b>Week 2 (2 days)</b>	<u>Culture &amp; Community</u> *Building culture of collaboration and respect – Empowering Parents (Home Visits/Community visits and walks (planning) <u>Instruction</u> Reading and Writing Workshop in dual language <u>Data</u> Reading Inventory – Running Record Assessments
<b>Week 3</b>	<u>Culture &amp; Community</u> *Building culture of collaboration and respect – Students (PBIS and Restorative Justice) *Begin home visits <u>Instruction</u> *IUPUI (6 Steps to Effective Pedagogy) – Year-long focus Step 1 – Language and Literacy Development <u>Data</u> Anecdotal notes Student portfolios and authentic assessment
<b>Week 4</b>	<u>Culture &amp; Community</u> *Building culture of collaboration and respect (Responsive classroom and Leadership curriculum) *home visits continued <u>Instruction</u> Math instruction <u>Data</u> NWEA MAP Assessments
<b>Week 5 (3 days)</b>	Putting it all together – Planning for week 1 arrival of students and families. <b>Staff Celebration!</b>

*9:00 – 1:00 –School Wide Planning & Team Building; 1:00 – 4:00 – Team time & community engagement*

## ATTACHMENT Y

### Budget Narrative Questions

#### **1.Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties.**

Because the nature of the charter school business requires schools to be adept with dealing with financial shortages, we have plans in place to deal with any possible financial shortfalls. These plans include several options from which to pull from depending on the circumstance.

1. I along with the board will fundraise from June 2015 – June 2016 with a plan to secure \$50,000 - \$100,000 of unrestricted funds. We will also be applying for several grants through foundations whose mission's are aligned to the work that we are doing. Some of the foundations we may pursue are included below:

\* Kellogg Foundation – Their current *focus is on propelling and strengthening impoverished children (subcategories related to Global Prep include: education, racial equality, community)*

\* Annie E. Casey Foundation – Specific project alignment “The Campaign for Grade-Level Reading” – Uniting partners across the nation to make reading proficiency by the end of third grade a priority and to improve school readiness, attendance and summer learning. (they are currently focused in Indiana)

\*Ford Foundation – Their funding focus is on reducing poverty and injustice; promoting democratic values; and advancing human knowledge, creativity and achievement.

\*Wallace Foundation – Their mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. (Subcategories related to Global Prep include: summer and expanded learning, arts education and after school programming)

\*Charles Steward Mott Foundation – Their mission is to create an environment in which low- and moderate-income children and youth have access to a full educational experience connecting with family and community and leading to academic and economic success.

\*Mona Foundation, Supporting Universal Education – They currently fund work done in public schools with high ethnic and language diversity.

2. Obtain a line of credit from a bank to cover the expenses until reimbursements are available. Kevin Hampton, one of our board members works for The National Bank of Indianapolis and will guide our efforts to secure a line of credit at NBOI or another bank that will work with a new charter school.

#### **2. Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible.**

Special Education Costs – Our budget includes conservative estimates for special education revenue and expenses. In our budget, our special education expenses are based on the assumption that 10% of our students will qualify for special education services in grades K-3. While charter schools often have 20 – 25% of their total student population qualify for special education services, it is atypical for charter schools to enroll such a high percentage of students who qualify

for special education services in grades K-3. Therefore, we believe that our expense assumption is conservative for these services and will be sufficient to serve our students properly in year 1.

To keep our expenses down in year 1, we have budgeted for one special education teacher and no assistant. In the event that more special education support is needed, for example, a special education assistant, we believe that revenue receipts will be greater than assumed in the budget we have prepared. We will be able to accommodate an assistant with the increased special education revenue we will receive from the Indiana Department of Education.

2. Transportation – Our budget includes the expense of having two buses. Having transportation services worked into our budget, we are financially predicting that over half of our students (120 students) will be picked up and dropped off via bus. Bus transportation will aid families in access to the school and help us to reach our enrollment targets. Brian Anderson, our consultant for budget and accounting is presently consulting with an existing charter school and has helped us assess the exact funds needed to cover transportation.

### **3.Explain your rationale for the enrollment projections you made on Tabs 1 and 3**

Our enrollment target for year 1 is 250 students; however, our budget includes revenue for the enrollment of 220 students. We expect to enroll more kindergarten and 1<sup>st</sup> grade students which is typical in most charter schools. For that reason, we anticipate 100 students will enroll in kindergarten and 100 will enroll in 1<sup>st</sup> grade. 2<sup>nd</sup> grade is traditionally a harder grade to fill in the first year of a charter school so we have set 50 students as our enrollment target for that grade level. With a high target of 250 students and a budget for operation with less students, we recognize that there is some flexibility to potentially enroll more students in grade 1 than grade 2 without negatively impacting the budget. We are prepared to adjust staffing plans at the grade levels of enrollment to accommodate our targeting enrollment without increasing our teaching staff.

### **4.Please include any additional details necessary for understanding your strategic budgeting priorities.**

1. Global Prep's projections for PCSP funds are current estimates based on average PCSP application scores/awards. Thus our budget includes grant amounts of \$190,000 during the planning year and \$250,000 for implementation in years 1 and 2.
2. Global Prep is developing a proposal to the Walton Family Foundation for a \$250,000 Post- Authorization Startup grant to cover a portion of the first-year costs of implementing our educational program. This grant application will only be submitted after the school's charter is approved by the Mayor.
3. Our school facility has not yet been determined. We are in talks with IPS to collocate in an IPS building. We have met and toured our ideal IPS building with the district's space planner and facilities director to discuss our facility needs. While they have not yet given us the terms for the lease or the exact location, they have stated that they will provide specifics in April 2015.

There are currently two charter school operating in IPS facilities. These schools would not provide us with the exact amount paid for their lease. We are currently assuming a lease payment of \$15,000 a month for the leased space. If we cannot agree upon lease terms with IPS, we are prepared spend 15% of our revenue on leasing a facility. Our current budget has funds available to lease another space without changing our program model or negatively impacting the budget.

4. Teacher salaries will vary depending on their level of experience. For budgeting purposes, all salaries are set at \$42,000; however, we anticipate that teacher salaries will range in the first 5 years from \$38,000 to \$45,000. At each grade level, we will hire a “Master Teacher” who has additional experience as well as a past record of success. The Master Teacher will be paid \$45,000 and will act as the grade level lead and liaison.

## ATTACHMENT Z

### School Visits

To develop Global Preparatory Academy, we traveled throughout the city and country visiting dual language as well as high performing schools. The chart below details the schools that we visited and learned from throughout the past year. We continue to work with many of the school's leaders as we further develop our school program.

	Dual Language	Traditional Public School	Public Charter School	Private
International School of Louisiana, New Orleans, LA	X		X	
Daniel Webster, San Francisco, CA	X	X		
Manzanita Seed, Oakland, CA	X	X		
Marin Prep San Francisco, CA	X			X
Cali Beta, Oakland, CA			X	
Morris Jeff Community School, New Orleans, LA			X	
Rocketship, San Jose, CA			X	
Cien Aguas, Albuquerque, NM	X		X	
Lafayette Academy School, New Orleans, LA			X	
Rosa Parks, Sioux Falls, SD	X	X		
Thomas Edison, Sioux Falls, SD	X	X		
Arthur Ashe Academy, New Orleans, LA			X	
International School of Indiana, Indianapolis	X			X
Theodore Potter, IPS, Indianapolis, IN	X	X		
Forest Glenn, Indianapolis, IN	X	X		
Cleveland, Washington DC	X	X		
Tyler Elementary Washington DC	X	X		
Namaste Charter School, Chicago, IL	X		X	
Independence Charter School, Philadelphia, PA	X		X	
Bulldog Tech, Napa Valley, CA		X		
KIPP Obras, Austin, TX	X		X	

KIPP Comunidad, Austin, TX	X		X	
KIPP Leadership Academy, Austin, TX	X		X	
KIPP Connections, Austin, TX	X		x	
Ridgetop Elementary, Austin, TX	X	x		
Democracy Prep, Camden, NJ			X	
Mastery Schools, Philadelphia, PA			x	
St. Louis Spanish Language Schools, St. Louis, MO	x		x	
St. Louis French Language Schools, St. Louis, MO	x		x	
Sense Charter School, Indianapolis, IN			x	
Enlace Academy, Indianapolis, IN			x	
Avondale Meadows, Indianapolis, IN			x	
Center for Inquiry #2 & #84, Indianapolis, IN		x		
Phalen Leadership Academy, Indianapolis, IN			x	
Paramount School of Excellence, Indianapolis, IN			x	

### Test data from Dual Language Programs across the country

	Test data	Free/reduced lunch %
St. Louis Language Academy, St. Louis, MO (grades K-5)	E/LA and Math combined pass % 2013- 75% 2014 - 81%	62%
International School of Louisiana, New Orleans, LO (grades K-5)	E/LA and Math combined pass % 2013- 86% (grade A) 2014 - 89% (grade A)	56%
Namaste Charter School, Chicago, IL (grades K-8)	E/LA and Math combined pass % 2013- 62% 2014 - 57%	85%
Forest Glen, Indianapolis, IN (grades K-5)	E/LA and Math combined pass % 2013- 73% 2014 - 78%	46%
Cien Aguas, Albuquerque, NM (grades K-8)	2014 Grade 3 - Reading 72% Math 72% Grade 5 - Reading - 67% Math 40% Grade 8 - Reading - 71% Math 42%	41%

## Appendix 4: Technical Requirements Checklist

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-5.5-3-3.

Information Required by Indiana Law	Section of Full Application Where Information Is Inserted
Identity of Organizer Information Sheet	2
School Name Information Sheet	2
Age or Grade of Pupils to Be Enrolled Information Sheet	2
I.A School Purposes	1
I.A School's Educational Mission	1
I.C School's Educational and Organizational Goals	5
II.C Curriculum and Instructional Methods	18 - 25
II.D Methods of Pupil Assessment	26 - 29
II.A School Calendar	15
III.A Admission Policy and Criteria, subject to IC § 205.5-5 I	39
III.A Plan for Compliance with any Applicable Desegregation Order	37 - 39
III.B Personnel Plan, including methods for selection, retention and compensation of employees	40 - 44
III.B Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	44
III.C Description of Organizer's Organizational Structure	49
III.C Description of Organizer's Governance Plan	49-51
III.C School Governance Structure	49 - 51
III.C School Management Structure	139
III.C Description of Staff Responsibilities	40 – 44, 51-52,
III.E & III.F Budget and Financial Plans	56, 233 - 235
III.G Description and Address of the Physical Plant	N/A
III.H Transportation Plan	56
Date When Charter School Is Expected to Begin	2
III.J School Operations	2-3
III.J Date when charter school is expected to have students in attendance	2

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